GA ESOL International (Classic): Entry Level 1 (A1) to Level 3 (C2)

Qualification Specification

GA Entry Level Certificate in ESOL International (Entry 1) (Classic – CEFR A1)	600/5182/6
GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 1) (Classic - CEFR A1)	601/4856/1
GA Entry Level Certificate in ESOL International (Entry 2) (Classic – CEFR A2)	600/7651/3
GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 2) (Classic - CEFR A2)	601/5243/6
GA Entry Level Certificate in ESOL International (Entry 3) (Classic – CEFR B1)	600/7040/7
GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 3) (Classic - CEFR B1)	601/4352/6
GA Level 1 Certificate in ESOL International (Classic – CEFR B2)	600/7163/1
GA Level 2 Certificate in ESOL International (Classic – CEFR C1)	600/7162/X
GA Level 3 Certificate in ESOL International (Classic – CEFR C2)	600/7840/6

Contents

Features of the Gatehouse Awards (GA) ESOL International (Classic) Qualifications 7
About the GA ESOL International (Classic) Qualifications 7
Qualifications' Aims and Objectives 8
Intended Audience and Entry Requirements 9
Qualification Availability 9
Qualification Titles, Qualification Numbers and Important Dates 10
Qualification Structure 11
Equivalent Levels: RQF and CEFR 11
Overview of the Descriptors of Competence at each Level 12
Guided Learning Hours, Total Qualification Times and Unit Reference Numbers 13
Model of Assessment 15
Prepared & Unprepared Tasks 15
Language of Assessment 16
Use of Dictionaries 16
Rules of Combination 16
Recognition of Prior Learning, Exemption and Transfer of Credits 16
Relationship to Other Qualifications & Progression Opportunities 17
Delivery Requirements & Quality Assurance Arrangements 18
Centre Approval Process 18
Teaching and Learning Requirements 18
Staff Resources: Teaching Staff 19
Staff Resources: Interlocutors and Invigilation Staff 19
Staff Resources: General 20
Venue Requirements 20
Equipment Requirements 21
Registering Candidates and Booking Examination Sessions 22
ID Requirements 22
Regulations for Conducting Controlled Examinations 23
Paper Based Examination Materials 23
Online Examination Materials 24
Candidate to Interlocutor / Invigilator Ratios 24
Record Keeping 25
Results and Certification 25

Enquiries and Appeals 26
Examination Re-sits 26
Quality Assurance Requirements 26
Examination Observations & Visits to Centres 27
Ongoing Support 27
Syllabi & Examination Specification 28
Overview of the Topics Used Across the Levels 28
GA Entry Level Certificate in ESOL International (Entry 1) (Classic – CEFR A1) 30
Examinations Overview 30
A1 Text Types 31
A1 Language Specification 33
A1 Communicative Functions & Notions 34
A1 Key Language Items 35
Examination Specification: A1 36
Overview of the A1 Speaking Examination 36
Content of the A1 Speaking Examination 37
Overview of the A1 Listening Examination 38
Content of the A1 Listening Examination 38
Overview of the A1 Reading Examination 39
Content of the A1 Reading Examination 39
Overview of the A1 Writing Examination 40
Content of the A1 Writing Examination 41
GA Entry Level Certificate in ESOL International (Entry 2) (Classic – CEFR A2) 42
Examinations Overview 42
A2 Text Types 43
A2 Language Specification 45
A2 Communicative Functions & Notions 46
A2 Key Language Items 48
Examination Specification: A2 49
Overview of the A2 Speaking Examination 49
Content of the A2 Speaking Examination 50
Overview of the A2 Listening Examination 51
Content of the A2 Listening Examination 51
Overview of the A2 Reading Examination 52

Content of the A2 Reading Examination 52
Overview of the A2 Writing Examination 53
Content of the A2 Writing Examination 54
GA Entry Level Certificate in ESOL International (Entry 3) (Classic – CEFR B1) 55
Examinations Overview 55
B1 Text Types 55
B1 Language Specification 57
B1 Communicative Functions & Notions 58
B1 Key Language Items 59
Examination Specification: B1 60
Overview of the B1 Speaking Examination 60
Content of the B1 Speaking Examination 61
Overview of the B1 Listening Examination 62
Content of the B1 Listening Examination 63
Overview of the B1 Reading Examination 64
Content of the B1 Reading Examination 64
Overview of the B1 Writing Examination 65
Content of the B1 Writing Examination 66
GA Level 1 Certificate in ESOL International (Classic – CEFR B2) 67
B2 Examinations Overview 67
B2 Text Types 67
B2 Language Specification 68
B2 Communicative Functions & Notions 69
B2 Key Language Items 70
Examination Specification: B2 72
Overview of the B2 Speaking Examination 72
Content of the B2 Speaking Examination 73
Overview of the B2 Listening Examination 74
Content of the B2 Listening Examination 74
Overview of the B2 Reading Examination 75
Content of the B2 Reading Examination 76
Overview of the B2 Writing Examination 76
Content of the B2 Writing Examination 77
GA Level 2 Certificate in ESOL International (Classic – CEFR C1) 79

Examinations Overview 79
C1 Text Types 80
C1 Language Specification 81
C1 Communicative Functions & Notions 82
C1 Key Language Items 83
Examination Specification: C1 84
Overview of the C1 Speaking Examination 84
Content of the C1 Speaking Examination 85
Overview of the C1 Listening Examination 86
Content of the C1 Listening Examination 87
Overview of the C1 Reading Examination 88
Content of the C1 Reading Examination 88
Overview of the C1 Writing Examination 89
Content of the C1 Writing Examination 90
GA Level 3 Certificate in ESOL International (Classic – CEFR C2) 91
C2 Examinations Overview 91
C2 Text Types 91
C2 Language Specification 92
C2 Communicative Functions & Notions 92
C2 Key Language Items 93
Examination Specification: C2 94
Overview of the C2 Speaking Examination 94
Content of the C2 Speaking Examination 95
Overview of the C2 Listening Examination 96
Content of the C2 Listening Examination 97
Overview of the C2 Reading Examination 98
Content of the C2 Reading Examination 98
Overview of the C2 Writing Examination 99
Content of the C2 Writing Examination 100
General Guidelines: Conducting Examinations 101
Conducting Speaking Examinations 101
Conducting Listening, Reading, and Writing Examinations 101
Assessment and Grading Information 103
Overall Assessment Decisions 105

Hints and Tips for Candidates 107
Access to Assessment, Special Considerations and Reasonable Adjustments 109
GLOSSARY OF TERMS 110

Features of the Gatehouse Awards (GA) ESOL International (Classic) Qualifications

- **External assessment:** all examinations are conducted by interlocutors and invigilators trained in their role, then externally assessed and moderated by GA's experienced and supportive examiners and moderators.
- **Full guidance provided:** guidance is given to teachers and Candidates in the form of unit standards, unit amplification, mark schemes and clear Key Language items mapped to each skill at each level
- **Flexible examination dates:** examinations can be conducted at times that are suitable to Centres and Candidates – there are no 'assessment windows'.
- **Flexible examination structure:** take any combination of units and receive unit certification, or focus on skills areas one at a time. Re-sit examinations for only the skill area not yet achieved.
- **Feedback available:** unsuccessful Candidates can request a breakdown of their assessment results to help prepare them for their re-sit.
- **Examinations are available in paper based and online formats.**

About the GA ESOL International (Classic) Qualifications

ESOL International Qualifications are designed for Candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and at the highest level (RQF Level 3 / CEFR C2). They are suitable for Candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere. ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the Regulated Qualifications Framework for England, Wales and Northern Ireland (see *Pathways to Proficiency – the alignment of language proficiency scales for assessing competence in English Language* DFES / QCA, 2003).

This specification covers all levels (CEFR A1 to C2 / Entry Level 1 to Level 3) of the GA suite of ESOL International (Classic) qualifications. Each qualification includes all four modes – Speaking, Listening, Reading and Writing at each level. The qualifications are designed to reference the descriptors of language proficiency in the Common European Framework of Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the RQF for England, Wales and Northern Ireland.

These qualifications are available within the United Kingdom and overseas and are only offered in English.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF). All versions of the qualifications are listed on the Register of Regulated Qualifications which is operated by Ofqual and can be accessed here: http://register.ofqual.gov.uk/Qualification.

The information contained within this document must be made available by Centres to all members of staff involved with the administration, conduct and delivery of GA ESOL International (Classic) qualifications. In addition, essential policies, procedures and forms can be found on the GA website: www.gatehouseawards.org

Qualifications' Aims and Objectives

The aim of these qualifications is to demonstrate a Candidate's ability to communicate using the English language across CEFR levels A1 (Entry Level 1) to C2 (Level 3).

The qualifications assess the Candidate's competency in all four skills: speaking, listening, reading and writing at each level.

The four skills are assessed separately, via externally set examination papers.

At Entry Levels (A1 – B1), a separate qualification is available in Speaking and Listening skills.

The overall objective is to provide a Candidate with a qualification that they can use to prepare for higher education or employment where the ability to speak, write and understand verbal and written English is required.

The qualification has been designed to reflect the four domains as specified by CEFR: the public domain, the personal domain, the educational domain and the occupational domain.

- The public domain refers to everything connected with ordinary social interaction for instance; business and administrative bodies; public services; cultural and leisure activities of a public nature; relations with the media etc.
- The personal domain comprises family relations and individual social practices.
- The occupational domain embraces everything concerned with a person's activities and relations in the exercise of his or her occupation.
- The educational domain is concerned with the learning/training context (generally of an institutional nature) where the aim is to acquire specific knowledge or skills.

(CEFR available: https://www.coe.int/en/web/common-european-framework-reference-languages)

Intended Audience and Entry Requirements

GA ESOL International (Classic) qualifications test the speaking, listening, reading and writing skills of Candidates whose first language is not English and who:

- attend an English language course either in the UK or overseas; or
- are learning English as part of their school or college curriculum; or
- need English for their everyday or working life; or
- require an externally recognised certificate evidencing their level of proficiency in English; or
- are attending courses over a period of time and require a series of graded examinations which provide steps towards proficiency; or
- attend short courses in English, for example at summer schools.

The GA ESOL International (Classic) qualifications are designed to complement general English language courses.

These qualifications are appropriate for anyone aged 14 or above.

There are no prior learning requirements for these qualifications. However, Centres are expected to ensure that the qualification they offer to their Candidates is appropriate to their age, ability and needs. For example, Centres should not offer a Candidate a qualification that is the same level as a similar English language qualification they have already attained.

Additionally, Candidates who wish to access the online version of the assessment should ensure that they have the relevant general IT skills.

Qualification Availability

The GA ESOL International (Classic) qualifications are offered in the UK and internationally by Approved GA Centres and/or Representatives holding approval from GA.

The examinations are available in both paper and online formats.

If your organisation is not currently an approved GA Centre, or you do not have qualification approval to offer ESOL International qualifications, please contact us.

Qualification Titles, Qualification Numbers and Important Dates

Qualification Title	CEFR Level	Qualification Number	Operational Start Date	Last Review Date	Next Review Date
GA Entry Level Certificate in ESOL International (Entry 1) (Classic – CEFR A1)	A1	600/5182/6	01.12.2014	February 2027	February 2032
GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 1) (Classic - CEFR A1)		601/4856/1	01.12.2014	February 2027	February 2032
GA Entry Level Certificate in ESOL International (Entry 2) (Classic – CEFR A2)	A2	600/7651/3	01.12.2014	February 2027	February 2032
GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 2) (Classic - CEFR A2)		601/5243/6	01.12.2014	February 2027	February 2032
GA Entry Level Certificate in ESOL International (Entry 3) (Classic – CEFR B1)	B1	600/7040/7	01.12.2014	February 2027	February 2032
GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 3) (Classic - CEFR B1)		601/4352/6	01.12.2014	February 2027	February 2032
GA Level 1 Certificate in ESOL International (Classic – CEFR B2)	B2	600/7163/1	01.04.2015	February 2027	February 2032
GA Level 2 Certificate in ESOL International (Classic – CEFR C1)	C1	600/7162/X	01.05.2015	February 2027	February 2032
GA Level 3 Certificate in ESOL International (Classic – CEFR C2)	C2	600/7840/6	01.07.2015	February 2027	February 2032

Qualification Structure

All GA ESOL International (Classic) qualifications are unitised to allow Candidates to re-take examinations for the individual elements of the qualification.

The ESOL International (Speaking and Listening) (Classic A1, A2, B1) qualifications are two-unit qualifications: one in Speaking and one in Listening. Candidates are assessed on their ability to speak and listen in English.

The ESOL International (Classic) four-unit qualifications each have four mandatory units: Speaking, Listening, Reading and Writing. Candidates are assessed on their ability to use all the skills.

In order to achieve the GA ESOL International (Classic) qualification at the level entered for, Candidates must achieve all the mandatory units.

The GA ESOL International (Classic) qualifications at Levels 1, 2 and 3 (B2, C1, C2) differ from those at Entry Level in that they cannot be awarded as a Speaking and Listening qualification only.

Equivalent Levels: RQF and CEFR

Common European Framework of Reference (CEFR) Level	Equivalent RQF Level
A1	Entry Level 1
A2	Entry Level 2
B1	Entry Level 3
B2	Level 1
C1	Level 2
C2	Level 3

Overview of the Descriptors of Competence at each Level

(Adapted from the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*).

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1 Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2 Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Guided Learning Hours, Total Qualification Times and Unit Reference Numbers

GA Entry Level Certificate in ESOL International (Entry 1) (Classic – CEFR A1)				
Skill	GLH	TQT	Unit Reference	
Speaking	36	150	Entry Level 1 (A1)	A/503/4540
Listening	24		Entry Level 1 (A1)	L/503/8737
Reading	24		Entry Level 1 (A1)	F/503/4541
Writing	36		Entry Level 1 (A1)	J/503/4542
Total:	120			

GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 1) (Classic - CEFR A1)				
Skill	GLH	TQT	Unit Reference	
Speaking	36	75	Entry Level 1 (A1)	A/503/4540
Listening	24		Entry Level 1 (A1)	L/503/8737
Total:	60			

GA Entry Level Certificate in ESOL International (Entry 2) (Classic – CEFR A2)				
Skill	GLH	TQT	Unit Reference	
Speaking	36	150	Entry Level 2 (A2)	Y/503/8739
Listening	24		Entry Level 2 (A2)	R/503/8730
Reading	24		Entry Level 2 (A2)	L/503/8740
Writing	36		Entry Level 2 (A2)	R/503/8741
Total:	120			

GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 2) (Classic - CEFR A2)				
Skill	GLH	TQT	Unit Reference	
Speaking	36	75	Entry Level 2 (A2)	Y/503/8739
Listening	24		Entry Level 2 (A2)	R/503/8730
Total:	60			

GA Entry Level Certificate in ESOL International (Entry 3) (Classic – CEFR B1)				
Skill	GLH	TQT	Unit Reference	
Speaking	54	240	Entry Level 3 (B1)	H/503/8744
Listening	36		Entry Level 3 (B1)	D/503/8743
Reading	36		Entry Level 3 (B1)	K/503/8745
Writing	54		Entry Level 3 (B1)	M/503/8746
Total:	180			

GA Entry Level Certificate in ESOL International - Speaking and Listening (Entry 3) (Classic - CEFR B1)				
Skill	GLH	TQT	Unit Reference	
Speaking	54	120	Entry Level 3 (B1)	H/503/8744
Listening	36		Entry Level 3 (B1)	D/503/8743
Total:	90			

GA Level 1 Certificate in ESOL International (Classic – CEFR B2)				
Skill	GLH	TQT	Unit Reference	
Speaking	54	240	Level 1 (B2)	A/503/8748
Listening	36		Level 1 (B2)	T/503/8747
Reading	36		Level 1 (B2)	F/503/8749
Writing	54		Level 1 (B2)	T/503/8750
Total:	180			

GA Level 2 Certificate in ESOL International (Classic – CEFR C1)				
Skill	GLH	TQT	Unit Reference	
Speaking	72	360	Level 2 (C1)	F/503/8752
Listening	48		Level 2 (C1)	A/503/8751
Reading	48		Level 2 (C1)	J/503/8753
Writing	72		Level 2 (C1)	L/503/8754
Total:	240			

GA Level 3 Certificate in ESOL International (Classic – CEFR C2)				
Skill	GLH	TQT	Unit Reference	
Speaking	72	360	Level 3 (C2)	Y/503/8756
Listening	48		Level 3 (C2)	R/503/8755
Reading	48		Level 3 (C2)	D/503/8757
Writing	72		Level 3 (C2)	H/503/8758
Total:	240			

Model of Assessment

The GA ESOL International (Classic) qualifications are externally assessed via examination materials (paper based or online) determined, issued and externally assessed and moderated by GA.

All examinations are conducted under controlled examination conditions.

In the UK, the examinations are conducted at Approved Centres by Centre staff.

Listening, Reading and Writing examinations are invigilated examinations.

Speaking examinations are audio and video recorded. Where Candidates are under the age of 18, video recording may not be possible, in which case the audio recording alone is required. Centres must return the audio recordings with the examination materials. GA may request video recordings of Speaking examinations from time to time. Centres will be notified in advance where this is the case.

Online examinations which are invigilated remotely are always audio and video recorded, unless the Candidate(s) is/are under-age, in which case only audio recordings are used.
Where these qualifications are delivered outside the UK, arrangements may vary from country to country.

All assessment decisions are made by GA examiners.

Prepared & Unprepared Tasks

The GA ESOL International (Classic) examinations consist of a number of unprepared tasks in Speaking, Listening, Reading and Writing examinations, and one prepared task in the Speaking examination.

Twice per year, GA publishes up to 6 presentation topics per level for Candidates to choose from. Candidates may choose any one of the topics. The task requires Candidates to prepare a

presentation about a topic, which they are expected to answer questions about in the Speaking examination.

The purpose of the prepared topic task is for Candidates to have the opportunity to demonstrate their English language skills by choosing a topic they are interested in and can feel confident talking about at some length.

Teachers and Candidates are encouraged to incorporate the chosen task topic into teaching and learning, exploring vocabulary, themes and relevant language items in preparing for the examination.

Although the presentation task is prepared, it is not acceptable for Candidates to bring any written prompt cards or notes into the examination room.

Language of Assessment

These qualifications are available in the English language only.

GA is committed to using English which is plain, clear free from bias, and appropriate to Candidates who are not native English users.

Use of Dictionaries

No dictionaries are permitted in any of the examination components.

Rules of Combination

In order to achieve the GA Certificate in ESOL International (Classic) qualification, Candidates must achieve all the mandatory units at the level entered for.

No further rules of combination apply.

Recognition of Prior Learning, Exemption and Transfer of Credits

Recognition of prior learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units, prior to the Candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a Candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Applications for RPL and/or exemption must be made directly to GA using the application form on the GA website.

These qualifications do not carry credits, therefore the transfer of credits is not applicable.

Relationship to Other Qualifications & Progression Opportunities

The qualifications are designed so that Candidates can progress from one level to the next as their skills improve.

Progression from Entry Level 1 (A1) achievement may include further English language courses to higher Entry Levels or Levels 1 – 3, or onto a range of vocational qualifications at Entry Level or at Levels 1, 2 and above.

Progression from Levels 2 and 3 (C1 and C2) achievement may include further English language courses in specialist English or onto a range of vocational qualifications at Levels 2, 3 and above, including Higher Education programmes of learning.

Delivery Requirements & Quality Assurance Arrangements

Centre Approval Process

In order to offer the GA ESOL International (Classic) qualifications, Centres must hold Approved Centre status and approval for each individual qualification.

Full information about the Approval Criteria and how to apply can be found on the GA website.

Please note: arrangements outside the UK may vary from country to country. International Centres should contact GA directly for further information.

Teaching and Learning Requirements

GA does not prescribe the use of a set course book, workbook or recorded materials for the ESOL International (Classic) qualifications but expects that Centres providing English language courses should use relevant and up-to-date, high-quality teaching materials which allow Candidates to apply their learning to real events and activities in everyday life, based upon their own experience.

Where Centres do offer English language courses leading to the qualifications, these can be full-time, part-time, evenings only or by distance/online learning as deemed appropriate in order to meet their learners' needs. There should be an emphasis upon providing learning activities which involve practical participation in language skills development. Centres should develop an approach to teaching and learning that supports the practical nature of the GA ESOL International (Classic) qualifications.

Centres must ensure that Candidates have suitable access to the Centre, relevant Centre staff and any other resources including ESOL subject specialist staff and learning materials.

Centres should ensure that Candidates are entered for the level appropriate to their ability. GA recommends that Centres have a short pre-assessment with potential Candidates before determining whether or not it is appropriate to register them for a particular level examination.

Centres are provided with sample examination papers which may be used to assist in preparing Candidates for examinations. These are publicly available on the GA website and so, even where a Centre chooses not to offer preparatory courses, it is recommended that they point these out to Candidates so that they might undertake some self-preparation prior to the examination.

Learning programmes and teaching approaches should take into account some or all of the following:

- learners' short term goals and the contexts in which they need to use English
- learners' educational and employment aspirations
- learners' wider need for skills such as IT, study skills, job-search or subject specific skills
- the local community context

- techniques for teaching mixed-level groups and groups of learners with mixed educational backgrounds
- techniques for teaching learners whose listening and speaking skills are higher or lower than their reading/writing skills or vice versa ('spiky profiles')
- communicative language teaching, including ways of working with learners who do not share a language with the teacher
- cross-cultural approaches which draw on learners' knowledge of other languages and/or cultures
- strategies for tackling learning difficulties such as dyslexia
- the need to move forward towards independence
- the effects of any personal circumstances on Candidate's level of motivation and style of learning.

Staff Resources: Teaching Staff

Whilst GA does not require all Centres to also run English language teaching courses or employ dedicated English language teachers, where Centres do so, GA recommends that staff employed as teachers are able to demonstrate the following competencies:

- must have reached near-native competence or be a native English speaker
- must have recent experience of teaching English for Speakers of Other Languages (ESOL) or English as a Foreign Language (EFL)
- must hold a recognised teaching qualification or, for new teachers, be working towards a relevant teaching qualification.

Staff Resources: Interlocutors and Invigilation Staff

In order to conduct the GA ESOL International (Classic) examinations, Centres must nominate an Interlocutor and an Invigilator. This may be the same person, but should not be a relative of the Candidate, or anyone else from the Centre who is known personally to the Candidate other than via the Centre's professional operations (please refer to the GA *Conflict of Interest Policy and Procedure* for more information).

The Interlocutor is the member of staff who will conduct the Speaking examination.

The Invigilator is the member of staff who will oversee the Listening, Reading, and Writing examinations.

It is important to note that GA ESOL International (Classic) examinations are marked by GA appointed and trained examiners. Centre staff should therefore NOT refer to themselves as examiners, markers or assessors of these qualifications.

Centres must ensure that any all personnel employed in the roles of Interlocutor and Invigilator meet the GA guidelines (see below) and that their details are provided to GA upon request.

GA recognises that a high-level English teaching qualification does not automatically qualify someone to be a good Interlocutor and as there are no specific qualifications available for Interlocutors, GA does not stipulate minimum qualification levels for such staff. Gatehouse Awards have, however, adopted the following guidelines:

The Interlocutor:

- must have reached near-native competence or be a native English speaker
- must be able to use English to the level that allows the Candidate to fulfil all the tasks in the examination

Centres are responsible for ensuring that all Interlocutors and Invigilators maintain the standards required by GA. Failure to do so may affect Centre or Qualification Approval status.

Staff Resources: General

Centres must ensure that they hold up-to-date and detailed information about the staff involved with the delivery, and must make records available to GA upon request. The information GA expects Centres to hold for each member of staff includes:

- a current up to date CV
- copies of relevant qualification certificates
- a relevant and up to date CPD (Continuous Professional Development) Record
- a completed Conflict of Interest declaration (where applicable)

Centres must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration, qualification delivery and assessment of Candidates.

Venue Requirements

Centres must ensure that a suitable examination room is provided which is appropriate and does not disadvantage or advantage Candidates in any way. A quiet room, which is adequately heated, with desks, chairs and the required equipment, must be available in order to conduct the GA ESOL International (Classic) examinations. The examination room must be large enough to seat the number of Candidates attending the examination session, whilst maintaining a minimum distance of 1.25 metres between each Candidate.

For the Speaking examination, Centres may use a smaller examination room as only two Candidates take the examination at any one time. Although GA recommends desks and chairs, it is acceptable to use chairs with flip-over trays or clipboards for Candidates.

Centres must also ensure that a suitable waiting area is provided for Candidates to be seated prior to their examinations. This waiting area should be supervised at all times and Candidates should not re-enter this waiting area after their examinations. This stipulation is in order to minimise the potential for Candidate collusion, cheating or other forms of malpractice.

Centres who wish to offer online examinations must ensure that they are able to meet the technology requirements (see the *Technology Requirements for Gatehouse Awards Online Examinations* document for further details).

Centres must also ensure that the premises have suitable access, in line with Disability Discrimination and Diversity & Equality law and regulations and any other local laws and regulations which apply.

Equipment Requirements

Centres must ensure that the following resources are available:

- IT facilities to enable access to the GA website
- Access to email
- Scanner and printer / photocopier
- Facilities to play digital audio recordings
- Digital audio recorder and video recorder
- Sufficient IT resources to enable back up of all audio recording of the Speaking examinations for a minimum period of 2 years after the examination date
- Secure storage facilities for the storage of examination materials prior to and immediately after an examination session
- Facilities to securely destroy unused examination papers and to destroy completed Candidate scripts at the appropriate time, e.g. a shredder machine

Additionally, Centres who offer online exams must ensure that the following resources are available:

Hardware:

- PC, laptop, Mac or Macbook with fast processor
- Monitor
- Speakers
- Microphone
- Headset
- Webcam (for remotely invigilated examinations)

Software:

- Windows 8.1 or above
- macOS 10.14 Mojave or above

A high-speed Broadband Internet Connection is also required.

Registering Candidates and Booking Examination Sessions

To register Candidates and book examination sessions, Centres must use the Ark, GA's online learner management system. Each approved GA Centre is provided with user accounts to allow approved staff access to the system.

In the UK, examination sessions must be booked a minimum of 2 days prior to the proposed examination date. All examinations must be conducted at the venue indicated at the time of booking.

Detailed information relating to the registration and exam bookings procedures can be found in the *Classic IESOL Examination Session Booking and Administration Requirements*, available via the Ark.

Arrangements for examination bookings may vary outside the UK. International Centres should contact GA directly for further information about the requirements for the registration of Candidates and booking examination sessions.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 2 years. Should a candidate not have achieved in the timescale, a new registration is required.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

ID Requirements

It is the responsibility of each GA Approved Centre to have systems in place to ensure that the person taking any GA ESOL International (Classic) qualification is indeed the person they are purporting to be. All Centres are therefore required to ensure that each Candidate's original formal identification documents are checked and recorded prior to registration. The centre must keep a record of this check taking place.

Candidates must bring their identification documents on the day of the examination and the Centre must check each Candidate's ID to confirm their identity. Candidates attending without sufficient proof of their identity must not be permitted to take the examination.

The Centre staff member is required to record the check of each candidate's ID document on the *Examination Report Form*, which is returned to GA together with all examination materials.

Regulations for Conducting Controlled Examinations

All GA ESOL International (Classic) examinations must be delivered under controlled examination conditions. Centres must ensure that all staff have access to and are familiar with the *GA Regulations for Conducting Controlled Examinations* document, which can be found on the GA website.

Paper Based Examination Materials

Paper based examination materials will be made available to the Centre by secure online access a short time before the scheduled examination session start time. Materials accessed online must be printed by the Centre, stored securely in order to ensure the security of the materials and only handed to Candidates immediately prior to the commencement of the examination.

Examination materials will be clearly marked to enable Centres to confirm that the version of assessment materials is correct for the particular Candidate / cohort of Candidates, as appropriate. Specific versions of examination materials for use will be issued for each scheduled session.

Examination Materials for these qualifications consist of:

- Interlocutor Booklet
- Visual Prompts for Speaking Task 4 (A1 and A2) and Speaking Task 3 (B1-C2)
- Candidate Booklet – Listening
- Candidate Booklet – Reading
- Candidate Booklet - Writing
- Audio recordings for the Listening examination
- Candidate Instructions and Declaration
- Examination Report Form

For the Speaking examination, an audio recording (and, in the UK, a video recording) is made. Only the audio recording will be submitted to GA via the secure online portal and the recordings (audio and video, where applicable) of each examination should be kept on file as part of the Centre's learner records and for the purposes of both Internal and External Quality Assurance.

The Reading, Writing and Listening examinations are assessed via separate paper-based examinations. All paper-based examination materials, as well as copies of the audio recordings, must be uploaded to GA within a maximum of 5 working days of the examination.

Should a Centre wish to return the examination materials via postal service, prior agreement must be sought from GA. In such cases, the examination materials must be despatched within a maximum of 5 working days using a secure courier system.

Examination papers are NOT assessed by Centre staff or by the GA Examination Observers (where present).

All records of Candidate's papers, recordings, and copies of their identification documents will be kept securely by GA for a minimum period of 2 years.

Online Examination Materials

All the materials for the Listening, Reading and Writing components are accessed only by Candidates via the GA assessment portal at the time of the examination session.

The Centre is responsible for downloading the following examination materials from the Ark:

- Interlocutor Booklet
- Visual Prompts
- Examination Report Form

Please note, for online examinations, the *Candidate Instructions and Declaration Form* must be made available to the candidates, and signed and returned to the Centre before the examination session.

Candidate to Interlocutor / Invigilator Ratios

Speaking examinations at all levels are conducted with one Candidate and the Interlocutor present.

It is possible for trainee Interlocutors and/or the Centre's internal quality assurance manager to be present in the room; however GA strongly recommends that the number of people present in the examination room is kept to a minimum. Any additional personnel must be declared on the Examination Report Form, and they must state their name at the appropriate point in the script.

The Reading, Writing and Listening paper-based examinations must be invigilated by a Centre-appointed Invigilator. The minimum ratio of Invigilators per Candidates is 1:12. This means that one Invigilator can supervise no more than 12 Candidates.

The Reading, Writing and Listening online centre-based examinations must be invigilated by a Centre-appointed Invigilator. The minimum ratio of Invigilators per Candidates is 1:8. This means that one Invigilator can supervise no more than 8 Candidates.

The Reading, Writing and Listening online remotely invigilated examinations must be invigilated by a Centre-appointed Invigilator. The minimum ratio of Invigilators per Candidates is 1:4. This means that one Invigilator can supervise no more than 4 Candidates.

The Invigilator must have a means of communicating with another member of staff also trained in the invigilation procedure and present on the premises, should their assistance be required in an

emergency situation. The Invigilator should be able to summon their assistance without leaving the examination room.

Record Keeping

All materials, including the audio and video recordings, must be kept securely within the Centre. Once Centres have completed examinations and submitted copies to GA for marking, paper-based records (where applicable) must be kept in a physical secure storage areas such as a locked filing cabinet. Electronic recordings should be stored securely on a local machine, server (where access is granted to authorised personnel only) or removable device (stored in a secure location).

Any records of Reasonable Adjustments, Special Considerations and records containing Candidate's personal details must be held in line with the relevant date protection, GDPR and privacy regulations and legislation.

Assessment records must be kept until GA have issued examination results for the session.

All remaining records must be kept for a minimum period of two years, be easily retrievable, and made accessible to GA or the Regulators upon request.

Results and Certification

Once Centres have submitted the examination materials, all examination papers and recordings are marked by GA ESOL International (Classic) Examiners. The results are available for authorised Centre staff to view on the Ark.

In the UK, standard examination results and certificates are issued within 20 working days of the receipt of a full and correct submission of the examination materials.

For Emergency examinations conducted in the UK, results are issued within 5 working days of the receipt of a full and correct submission of the examination materials.

Outside the UK, the timescales when results and certificates will be issued may vary. These will be agreed with the Centre at the time of Qualification Approval. Overseas Centres are responsible for informing Candidates of the certification timescales. Candidates should refer directly to the overseas Centre or the overseas GA Representative to access this information in-country.

For results enquiries, Centres are asked to contact their named Centre Administrator. Such enquiries should only be submitted in instances where the timescales for issuing results and certificates as outlined above have been exceeded.

Certificates will automatically be issued to Candidates who have met the requirements for the full qualification they are registered for. If a Candidate has failed one or more units, a Notification of Results will be issued informing the Candidate of which units they have achieved / not achieved.

Unit certificates for individual units can be issued on request.

Enquiries and Appeals

GA operates an *Appeals Policy and Procedure* in accordance with the arrangements for regulated qualifications.

Candidates wishing to appeal should use the Centre's internal Appeals Policy and Procedure prior to appealing directly to GA.

Centres wishing to appeal against any decision or action which arises from external assessment and/or moderation activity should do so in line with the content of the *GA Appeals Policy and Procedure*.

Examination Re-sits

A Candidate who is assessed as not having achieved the qualification or unit should be advised to wait until they have progressed to a sufficient degree before they re-sit the examination(s).

To safeguard the integrity of Classic IESOL qualifications and mitigate the risk of malpractice, GA may impose restrictions on the number and frequency of candidate resits.

Candidates who fail one or more components of a Classic IESOL qualification may resit twice within 12 months of their original test date. The proportionate registration fees will apply to the resit registration(s) in line with the standard prices.

If the candidate fails one or more components on their third attempt, they will be subject to a 12-month registration restriction from the original test date before any further resit attempts are permitted.

Re-sit examinations should be booked via the Ark.

Candidates who re-sit the examinations will be provided with different examination materials to those used previously. These will be made available on the Ark to authorised Centre staff.

Quality Assurance Requirements

GA is committed to providing a high level of quality assurance for the ESOL International (Classic) qualifications, including a thorough Centre and qualification approval process, external assessment and moderation and visits to Centres to conduct quality assurance monitoring and conduct observations of examination sessions.

Examination Observations & Visits to Centres

External Quality Assurance activities will involve observations of examination sessions, discussions with Centre staff and, where appropriate, with Candidates. These activities will focus on ensuring that the Centre continues to meet the Centre approval criteria and that:

- the management arrangements at the Centre are sufficient
- staff and physical resources are in place and sufficient
- the Centre has appropriate policies and procedures in place
- suitable arrangements are implemented to ensure the security of assessment materials
- the assessment and internal quality assurance arrangements are sufficient
- record keeping and administrative arrangements meet requirements
- any actions have been carried out by the Centre

Through the above activities, GA will provide Centres with support, advice and guidance relating to the delivery, assessment and quality assurance of these qualifications.

Additional support visits can be requested, for which there may be an additional charge.

Ongoing Support

There are a number of documents on the GA website that Centres and Candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample examination materials, updates on regulations and other important notices for Centres and Candidates.

Within the Centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to Centre staff and Candidates are correct and up to date.

GA must be kept up to date with contact details so Centres can be provided with the best level of support and guidance. Contact details for GA can be found on our website www.gatehouseawards.org

At the time of approval, Centres are assigned a designated GA Centre Administrator who is their primary point of contact for all aspects of service or support. Candidates should always speak to a member of staff at the Centre for information relating to GA and the ESOL International (Classic) qualifications prior to approaching GA directly.

Syllabi & Examination Specification

The examination specification for each level provides teachers, Candidates, and other stakeholders with comprehensive information about the content of the examinations.

Overview of the Topics Used Across the Levels

The table provides an indicative overview of the topics that may be covered at each CEFR level. Topics are not exclusive to the levels indicated and may be used across different levels where appropriate. The suitability of a topic depends on the linguistic and cognitive demands of the task, including the complexity of the language, the familiarity of the context and the level of understanding and communication required.

Topic	A1	A2	B1	B2	C1	C2
Personal Details						
Family & Friends						
Hobbies & Leisure Activities						
Holidays						
Transport						
Weather						
Shopping						
Health & Exercise						
Education						
Work, Jobs & Careers						
Films, Media & Entertainment						
Books and Literature						
News, Lifestyles & Culture						
Environment						
Technology & Science						
Community and Society						
Law and Order						
Abstract topics						

At each level, the following information is provided:

- **Examinations Overview:** details of each examination's structure, how individual skills are examined, the types of tasks the examinations consist of and how long the examinations take to complete.

- **Text Types:** details of the general text types that Candidates are expected to be familiar with and may find in their examination.

- **Language Specification:** details of the functions, grammar, discourse markers and topics that Candidates are expected to be familiar with and use and which may form part of the examination.

- **Communicative Functions and Notions:** details of the kinds of functions that Candidates are expected to be familiar with and able to perform and which may be part of the examination.

- **Key Language Items**: Further details of elements of language Candidates are expected to be familiar with and use, and which may be part of the examination.

- **Candidate Skills, Knowledge and Understanding:** the criteria against which Candidates will be assessed.

- **Examination Specification:** the breakdown of each task within each individual examination.

Please note that as the units of the GA Entry Level Certificate in ESOL International (Speaking and Listening) (Classic) qualifications are included in the full ESOL International certificate, the details for the Speaking and Listening qualification have not been reproduced as separate sections below.

GA Entry Level Certificate in ESOL International (Entry 1) (Classic – CEFR A1)

Examinations Overview

The GA Entry Level Certificate in ESOL International (Entry 1) (Classic – CEFR A1) consists of four examinations:

Examination	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Task 4 Type	Time Allowed
Speaking	4	Personal Information	Talking about the prepared topic	Reacting in 3 described situations	Conversation	Approx. 10 minutes per Candidate
Listening	4	6 x select the most appropriate response (ABC multiple choice)	4 x multiple choice questions (ABC) one per a short conversation	6 x multiple choice questions (ABC) about one conversation	6 x true/false questions short monologue	Approx. 20 minutes
Reading	4	6 x multiple choice (ABC gap fill)	6 x multiple choice questions (ABC)	6 x multiple choice (ABC gap fill)	6 x matching statements or questions to three texts	30 minutes
Writing	3	Candidate completes a simple form	Candidate writes a short text (minimum 40 words)	Candidate chooses one topic (of 2) to write about (minimum 40 words)	N/A	30 minutes

A1 Text Types

At this level, Candidates are expected to read and understand short texts with repeated language patterns on these familiar topics, and read and obtain information from common signs and symbols in texts such as:

- public signs and notices
- lists
- simple forms
- notes
- records
- simple narratives

The words Candidates need to read will depend on their reasons for reading, e.g. employment, college course, childcare, enjoyment. The following are examples of words a Candidate would typically be expected to be able to read at this level:

Personal Key Words

- Country of origin, e.g. *The United Arab Emirates*, *Brazil*, *Mozambique*
- Languages, e.g. *Portuguese*
- Names, addresses, telephone numbers, dates

Topic-based Vocabulary

- Days of the week
- Months of the year
- Words on forms: *name*, *address*, *telephone number*, *date*, *country*, *signature etc.*
- Family members, e.g. *Sister*, *mother*
- Words on menus, e.g. *Tea*, *coffee*
- Everyday vocabulary, e.g. *Appointment*, *sale*

Social Sight Vocabulary

- Danger
- Toilets
- Exit
- Way in
- Way out
- Office
- Reception
- No Smoking
- Right, left

High-Frequency Words

A, an, the, of, to, in, on, off, out, from, with, there, is, are, am, has, have, work, live, like, want, speak, going, shopping, go, can, come, I, she, he, we, they, no, not, me, my, and, but

At this level, Candidates are expected to write to communicate information to an intended audience in documents such as:

- Forms
- Lists
- Messages
- Notes
- Records

Spelling

It is important for adult ESOL learners to be able to recognise the basic sound–symbol relationships and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write.

Phonics (sound–letter correspondence)

- Recognise initial, middle and final consonants
- Recognise consonant digraphs *ch*, *sh*, *the*
- Recognise medial short vowel sounds in simple words, e.g. *Hat*
- Write correct initial letters in response to the letter sound, word, object or picture
- Recognise and name each letter of the alphabet and be aware of alphabetical order
- Write final consonants in simple words, e.g. *Shop*
- Write correct letter corresponding to short middle vowel sounds in simple words, e.g. *Hat*

Patterns

Some suggestions for taking common patterns from texts learners want or need to write:

"*I live in Southwark. Southwark is in south London. I live in a big house.*"

Other words with ou – *our*, *four*, *pour*. Learners are encouraged to group the words visually, and/or by sound.

A1 Language Specification

Functions	Grammar	Discourse markers	Topics
• Directions • Describing habits and routines • Describing people and places • Giving personal information • Greetings • Telling the time • Understanding and using numbers • Understanding and using prices	• Adjectives: common and demonstrative • Adverbs of frequency • Comparatives and superlatives • Going to • How much/how many and very • common uncountable nouns • I'd like • Imperatives (+/-) • Intensifiers - very basic • Modals: can/can't/could/couldn't • Past simple of "to be" • Possessive adjectives • Prepositions, common • Prepositions of place • Prepositions of time, including in/on/at • Present continuous • Present simple • Pronouns: simple, personal • Questions • There is/are • To be, including question+negatives • Verb + ing: like/hate/love	• Connecting words and, but, because	• Everyday routines • Family life • House and neighbourhood • Food and drink • Hobbies and pastimes • Holidays • Work and jobs • Shopping • Leisure activities • Weather

A1 Communicative Functions & Notions

- Give personal information
- Ask for personal information
- Introduce family and close friends
- Tell the time/day
- Ask the time/day
- Express ability
- Enquire about ability
- Say when you do not understand
- Ask for clarification
- Check back
- Correct
- Spell words aloud
- Describe places and things
- Give information as part of a simple explanation
- Give single-step directions and instructions
- Make requests – ask for directions
- Enquire about prices and quantities
- Make requests – ask for something
- Make requests – ask someone to do something
- Respond to a request
- Express likes and dislikes
- Express feelings
- Express wishes
- Express views
- Agree and disagree
- Apologise
- Express a preference
- Express thanks
- Greet
- Respond to greetings
- Describe health and symptoms
- Invite and offer
- Accept
- Decline
- Take leave

A1 Key Language Items

Simple sentences	• Word order in simple statements, e.g.: • Subject – verb – object • Subject – verb – adverb • Subject – verb – adjective • Subject – verb – prepositional phrase • Word order in instructions • There is/are + noun (+ prepositional phrase) • Yes/no questions • Wh– questions • Question words what/who/where/how much/how many • Contracted form of auxiliary • Imperatives and negative imperatives - Do it! Don't do it!
Noun phrase	• Regular and common irregular plurals of nouns • Very common uncountable nouns • Personal pronouns • Demonstratives • Determiners of quantity • Indefinite article *a/an* with singular countable nouns • Definite article *the* • Possessives: *my/your/his/her*, etc.
Verb forms and time markers	• Simple present tense of: *be/have/do*; common • Regular verbs • *Have got* – indicating possession • Present continuous of common regular verbs • Contracted forms of: subject and auxiliary; • Auxiliary and negative • Modals: *can* + bare infinitive to express ability; • *Would + like* for requests • Use of simple prepositional verbs containing prepositions *on, off, in, out*
Adjectives	• Common adjectives after *be*
Adverbs and prepositional phrases	• Common prepositions and prepositional phrases of place • Simple adverbs of place, manner and time • Use of intensifier *very*
Discourse	• Sentence connectives – *then, next*

Examination Specification: A1

Overview of the A1 Speaking Examination

The total guide time for the Speaking examination is 10 minutes, including an introduction read by the Interlocutor. There are 4 tasks in total.

The Speaking examination takes place with one Candidate and the Interlocutor present.

Successful A1 Candidates will demonstrate the following competencies across the examination:

- interact in a simple way, participate in simple conversation
- initiate and respond to simple statements and questions
- produce simple mainly isolated phrases to describe people and places
- follow slow and carefully articulated speech
- show control of a few simple grammatical structures and sentence patterns
- use a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations
- pronounce a very limited repertoire of learnt words and phrases which can be understood with some effort by native speakers used to dealing with speakers of his/her language group

Candidates' performance is assessed in two main categories:

1) Task Achievement – in other words, how well they used the language to respond appropriately to each task.

2) Overall Linguistic Competency – in other words, how well they use vocabulary, grammar, phonological control and fluency in their response to each task.

Within Task Achievement, Candidates receive a score per task based on their performance. The maximum number of marks that can be achieved in this category is 12.

Within Overall Linguistic Competency, Candidates receive a score per task based on their performance. The maximum number of marks that can be achieved in this category is 12.

Content of the A1 Speaking Examination

A1 Speaking Examination (total guide time: 10 minutes)		
Task	Summary	Approx. Timings
Task 1: Personal Information	The Candidate is asked five separate questions about their daily life, routines, likes and dislikes, and typical activities. They are expected to provide full sentence answers.	3 minutes
Task 2: Talking about the prepared topic	The topics are published in advance to allow Candidates to prepare for this task. The Candidate talks about their topic for up to one minute. They must then answer two questions about their presentation from the interlocutor. Example topics: • My English class • Where I live • My hobby	2 minutes
Task 3: Reacting in described situations	The Candidate responds with one or two full sentences for each situation presented to them. There are three situations in total. Example situation: • You are in a shop and need to buy some bread and milk. What do you say? • Your friend wants to go to the cinema this weekend, but you have other plans. What do you say?	2 minutes
Task 4: Conversation	The Candidate takes part in a conversation led by the interlocutor. Visual prompts are provided. Example conversation starter: • We are going to talk about food. I enjoy eating food. How about you?	3 minutes

Overview of the A1 Listening Examination

The approximate time for the Listening examination is 20 minutes. There are 4 tasks in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful A1 Candidates will demonstrate the following competencies across the examination:

- Can understand short, simple messages
- Can understand short, simple directions and instructions
- Can understand short, simple conversations

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the A1 Listening Examination

A1 **Listening** Examination (approximate time: 20 minutes)		
Task	Summary	Marks Available
Task 1: Responding to questions.	The Candidates listen to six questions and select the most appropriate response from a choice of three options ABC.	6
Task 2: Short conversations.	The Candidates listen to four short conversations, and answer one multiple choice ABC question about each conversation.	4
Task 3: Longer conversation.	The Candidates listen to a longer conversation between two speakers and answer six multiple choice ABC questions about it.	6
Task 4: Short monologue.	The Candidates listen to a short monologue and decide whether six statements about it are true or false.	6
Total Marks Available in the Listening Examination: 22		

Overview of the A1 Reading Examination

The total time allowed for the Reading examination is 30 minutes. There are 4 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful A1 Candidates will demonstrate the following competencies across the examination:

- Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations
- Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support
- Can understand short, simple messages

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the A1 Reading Examination

A1 Reading Examination (time allowed: 30 minutes)		
Task	Summary	Marks Available
Task 1: Gap fill – sentences	The Candidates read six sentences, each containing a gap. They choose the most suitable word to complete the sentence from a choice of three options ABC.	6
Task 2: Multiple choice - short continuous text	The Candidates read a short continuous text, and answer 6 multiple choice ABC questions based on the content of the text.	6
Task 3: Gap fill - short continuous text	The Candidates read a short continuous text, and complete 6 gaps from a choice of three options ABC.	6
Task 4: True / false - three short texts	The Candidates read three separate texts on the same topic and match 6 statements or questions to the most appropriate text.	6
Total Marks Available in the Reading Examination: 24		

Overview of the A1 Writing Examination

The total time allowed for the Writing examination is 30 minutes. There are 3 tasks in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful A1 Candidates will demonstrate the following competencies across the examination:

- Can write a short simple postcard
- Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc., such as on a hotel registration form
- Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
- Can use a basic repertoire of words and simple phrases related to personal details and particular concrete situations
- Can show a limited control of a few simple grammatical structures and sentence patterns
- Can write in full sentences using appropriate punctuation

Candidates' performance is assessed across three categories:

1) Recording Information – in Task 1, one mark is allocated for every appropriate answer. Candidates are not penalised for spelling mistakes unless the error detracts from the message.
The maximum number of marks that can be achieved in this category is 8 marks.

2) Task Achievement – Tasks 2 and 3 only - marks are allocated according to how well the Candidate addresses the objective of each task. The maximum number of marks that can be achieved in this category is 8.

3) Overall Linguistic Competency – in Tasks 2 and 3 only, marks are allocated according to how well they use vocabulary, grammar, structure, punctuation, spelling and legibility in their response to each task. The maximum number of marks that can be achieved in this category is 16.

Content of the A1 Writing Examination

A1 Writing Examination (time allowed: 30 minutes)	
Task	Summary
Task 1: Simple form	Candidates are given a simple form to complete in this task. The form will require them to record their personal details, e.g. name, address, nationality and answer one or two simple questions, e.g. 'how long will you stay?' on a hotel booking form.
Task 2: Short text	Candidates are required to produce a short text, e.g. postcard, to a friend or person they are familiar with. They are given four pieces of information that need to be included in the message. The main purpose of this task is to assess the Candidate's ability to write a short message which covers all required points. Word Count: The Candidate is expected to produce a minimum of 40 words.
Task 3: Short text	Candidates are given a choice of two different options in this task. The Candidate must choose one option and produce a short text, typically about themselves and other people, where they live and what they do. Word Count: The Candidate is expected to produce a minimum of 40 words.

GA Entry Level Certificate in ESOL International (Entry 2) (Classic – CEFR A2)

Examinations Overview

The GA Entry Level Certificate in ESOL International (Entry 2) (Classic – CEFR A2) consists of four examinations:

Examination	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Task 4 Type	Time Allowed
Speaking	4	Personal Information	Talking about the prepared topic	Short role plays	Conversation	Approx. 10 minutes per Candidate
Listening	4	6 x select the most appropriate response (ABC multiple choice)	4 x multiple choice questions (ABC) one per short a conversation	6 x multiple choice questions (ABC) about one conversation	6 x true/false questions short monologue	Approx. 20 minutes
Reading	4	6 x multiple choice (ABC gap fill)	6 x multiple choice questions (ABC)	6 x multiple choice (ABC gap fill)	6 x matching statements to three texts	30 minutes
Writing	3	Candidate completes a form / short questionnaire	Candidate writes a short text in response to a prompt (minimum 60 words)	Candidate chooses one topic (of 2) to write about (minimum 60 words)	N/A	30 minutes

A2 Text Types

At level A2, Candidates will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- Weather
- Transport

At this level, Candidates are expected to read and understand short texts with repeated language patterns on these familiar topics, reading and obtaining information from common signs and symbols in texts such as:

- Public signs and notices
- Lists
- Simple forms
- Notes
- Records
- Emails
- Letters
- Diagrams
- Simple narratives

The words Candidates need to read will depend on their reasons for reading, e.g. employment, college course, childcare, enjoyment. The following are examples of words a Candidate would typically be expected to be able to read at this level:

High.-Frequency Words

thing, *could*, *will*, *was*, *were*, *tell*, *wish*, *time*, *soon*, *saw*, *think*, *said*, *her*, *his*, *our*, *their*, *that*, *what*, *gave*, *went*, *black*, *white*, *after*, *before*, *because*, *under*, *over*, *here*, *once*, *him*, *who*, *where*, *how*

At this level, Candidates are expected to write to communicate information with some awareness of the intended audience in documents such as:

- Forms
- Lists
- Messages
- Notes
- Records
- Emails
- Simple narratives

Spelling

It is important for adult ESOL learners to be able to recognise the sound–symbol relationship and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write. Learners whose first language does not have the same phonemes as English will have difficulty in recognising the sound and therefore the associated symbol.

Phonics

At this level, learners should recognise and use a wider range of phonics:

- Initial common clusters: bl (black), br (brown), cl (close), cr (cream), dr (drink), fl (fly), fr (friend), gl (glass), gr (grill), pl (place), pr (Prime Minister), scr (scream), sk (skin), sl (sleep), sm (smile), sp (spell), squ (squash), st (stop), str (street), tr (train), tw (twins), thr (through)
- Common final clusters: ct (fact), ft (lift), ld (build), lt (melt), nch (lunch), lth (health), nd (second), nt (sent), lk (milk), lp (help), mp (lamp), nk (think), rd (heard), sk (task), sp (crisp), st (first) xt (next)
- Vowel digraphs: ee (feet), ea (seat), oo (moon), u–e (tune), ew (flew), ue (blue)
- Diphthongs: ie (lie), ai (train), a–e (name), ay (play), i–e (bite), igh (high), y (fly), ow (cow), ou (sound)

Word Structure

At this level, learners should recognise and use:

- Letter patterns common in English, e.g.: tion (station)
- Silent letters, e.g. *lght (light)*, *wr (write)*, *ould (could)*, *lk (talk)*
- Prefixes and suffixes, e.g. *Un (unhappy)*, *re (return)*, *less (helpless)*
- Structural endings, e.g. *Plural s*, *ed (walked)*, *ing (cooking)*

A2 Language Specification

Functions	Grammar	Discourse markers	Topics
• Asking for and giving directions • Giving personal information • Giving and obtaining simple information • Greetings & farewells • Introductions • Giving thanks • Telling the time • Understanding and using numbers • Understanding and using prices • Describing habits and routines • Describing past experiences • Describing people • Describing places • Describing things • Expressing obligation and necessity • Expressing feelings in simple terms • Making and responding to requests • Making and responding to suggestions • Agreeing and disagreeing	A1 + • Adjectives – comparative – use of than and definite article • Adjectives – superlative – use of definite article • Adverbial phrases of time, place and frequency – including word order • Adverbs of frequency • Articles – with countable and uncountable nouns • Countable and Uncountable; much/many • Future Time (will and going to) • Gerunds • Going to • Imperatives • Modals – can/could • Modals – have to • Modals – should • Past Continuous • Past Simple • Phrasal verbs – common • Possessives – use of 's; s' • Prepositional phrases (place, time and movement) • Prepositions of time: on/in/at • Present Continuous • Present Continuous for future • Present perfect • Questions • Verb + ing/infinitive: like/ want-would like • Wh-questions in past • Zero and 1st Conditional	A1+ • Linkers: sequential – past time	• Clothes • Daily life • Entertainment and media • Health, medicine and exercise • Language • People • Personal feelings, opinions and experiences • Personal identification • Places and buildings • School and study • Services • Shopping • Social interaction • Sport • Transport • Travel and holidays • Weather • Work and jobs

A2 Communicative Functions & Notions

- Greet
- Respond to greetings
- Take leave
- Give personal information
- Ask for personal details
- Describe self and others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of places and things
- Compare people, places, things
- Make comparative questions
- Describe daily routines and regular activities
- Ask about regular or daily routines
- Narrate—talk about past events (1st person narrative)
- Narrate—talk about past events (3rd person narrative)
- Ask about past events
- Talk about future plans, arrangements and intentions
- Ask about future plans and intentions
- Express need
- Make requests—ask for something face-to-face or on the telephone
- Respond to formal and informal requests for something
- Make requests—ask someone to do something in formal and informal situations
- Respond to formal and informal requests to do something
- Make requests—ask for directions
- Respond to requests for directions
- Make requests—ask for permission formally
- Respond to formal requests for permission
- Ask about people's feelings, opinions, interests, wishes, hopes
- Respond to questions about preference
- Ask for clarification and explanation
- Respond to requests for clarification
- Respond to requests for explanations
- Respond for requests for directions
- Check back
- Express likes and dislikes with reasons, and cause and effect
- Express views, with reasons, and cause and effect
- Express wishes and hopes
- Apologise, and give reason
- Express thanks gratefully
- Give warnings

- Express possession
- Ask about possession
- Offer
- Insist politely
- Persuade

A2 Key Language Items

Simple & compound sentences	• Word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object) • There was/were/there is going to be • Clauses joined with conjunctions and/but/or • A limited range of common verbs + –ing form • Verb + infinitive with and without to • Wh– questions • Comparative questions • Alternative questions • Question words when, what time, how often, why, • How and expressions
Noun phrase	• Countable and uncountable nouns • Simple noun phrases • Object and reflexive pronouns • Determiners of quantity – any, many • Use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives • Possessive s and possessive pronouns
Verb forms and time markers in statements, interrogatives, negatives and short forms	• Simple present tense of: regular transitive and intransitive verbs • With frequency adverbs and phrases • Simple past tense of regular and common irregular verbs with time markers such as ago • Future time using: present continuous; use of time markers modals and forms with similar meaning: must to express obligation; mustn't to express prohibition; have to, had to; express need; could to make requests; couldn't to express impossibility • Use of simple modal adverbs: possibly, probably, perhaps • Very common phrasal verbs
Adjectives	• Adjectives and adjective word order • Comparatives, regular and common irregular forms
Adverbs and prepositional phrases	• Prepositions and prepositional phrases of place and time • Adverbs and simple adverbial phrases including: sequencing: (*after that*); of time and place (in the morning, at the bus stop); of frequency: (*always, sometimes*); of manner (*carefully, quickly*) • Word order with adverbs and adverbial phrases • Use of intensifiers, e.g. *Really, quite, so*
Discourse	• Adverbs to indicate sequence – first, finally • Use of substitution markers to structure spoken discourse

Examination Specification: A2

Overview of the A2 Speaking Examination

The total guide time for the Speaking examination is 10 minutes, including an introduction read by the Interlocutor. There are 4 tasks in total.

The Speaking examination takes place with one Candidate and the Interlocutor present.

Successful A2 Candidates will demonstrate the following competencies across the examination:

- understand a native speaker interlocutor speaking clearly and slowly about familiar matters
- understand and extract the main point and essential information from short speech
- participate in short conversations on topics of interest
- discuss everyday practical issues in a simple way
- participate in a simple, direct exchange of information, including asking and answering straightforward questions
- describe people, places, events, activities and experiences in simple terms
- use some simple structures correctly
- use sufficient vocabulary to conduct routine, every day transactions involving familiar situations and topics
- pronounce language in manner which is clear and generally understood

Candidates' performance is assessed in two categories:

1) Task Achievement – in other words, how well they used the language to respond to each task.

The maximum number of marks that can be achieved in this category is 12.

2) Overall Linguistic Competency – in other words, how well they use vocabulary, grammar, phonological control and fluency in their response to each task.

The maximum number of marks that can be achieved in this category is 12.

Content of the A2 Speaking Examination

A2 Speaking Examination (total guide time: 10 minutes)		
Task	Summary	Approx. Timings
Task 1: Personal Questions	The Candidate is asked five separate questions about their daily life, routines, likes and dislikes, and typical activities. They are expected to provide one or two full sentence answers.	3 minutes
Task 2: Talking about the prepared topic	The topics are published in advance to allow Candidates to prepare for this task. The Candidate talks about their topic for up to one minute. They must then answer two questions about their presentation from the interlocutor. Example topics: • My English class • Where I live • My hobby	2 minutes
Task 3: Short role-plays	The Candidate is presented with two role-play scenarios. They must initiate one role-play and respond to the interlocutor's introduction in the second. Candidates are expected to take two or three turns in each role-play. Example role play scenarios: • *(Interlocutor starts):* it's Tom's birthday next week. What present should we get him? • You arrived late for lunch. Explain what happened. *(Candidate starts)*	2 minutes
Task 4: Conversation	The Candidate takes part in a conversation led by the interlocutor. Visual prompts are provided. Example conversation starter: • We are going to talk about mobile phones. I use my mobile phone all the time. What about you?	3 minutes

Overview of the A2 Listening Examination

The approximate time for the Listening examination is 20 minutes. There are 4 tasks in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful A2 Candidates will demonstrate the following competencies across the examination:

- Can generally identify the topic of discussion if it's conducted slowly and clearly
- Can catch the main point in short, clear, simple messages and announcements
- Can understand simple directions
- Can understand essential information about predictable everyday matters
- Can identify the main point of TV news items

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the A2 Listening Examination

A2 Listening (approx. time 20 minutes)		
Task	Summary	Marks Available
Task 1: Responding to questions	The Candidates listen to six questions or statements and select the most appropriate response from a choice of three options ABC.	6
Task 2: Short conversations	The Candidates listen to four short conversations, and answer one multiple choice ABC question about each conversation.	4
Task 3: Longer conversation	The Candidates listen to a longer conversation between two speakers and answer six multiple choice ABC questions about it.	6
Task 3: Short monologue	The candidates listen to a short monologue and decide whether six statements about it are true or false.	6

Total Marks Available in the Listening Examination: 22

Overview of the A2 Reading Examination

The total time allowed for the Reading examination is 30 minutes. There are 4 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful A2 Candidates will demonstrate the following competencies across the examination:

- understand everyday signs and notices in public places and in workplaces, including regulations and instructions
- understand short, simple letters (short and simple informal letters or basic formal letters) or simple articles
- identify specific information in simple written everyday material

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the A2 Reading Examination

A2 Reading Examination (time allowed: 30 minutes)		
Task	Summary	Marks Available
Task 1: Gap fill – sentences	The Candidates read 6 sentences, and choose the most suitable word to complete the gap in each sentence from a choice of three.	6
Task 2: Multiple choice - short text	The Candidates read a continuous text, and answer 6 multiple choice ABC questions based on the content of the text.	6
Task 3: Gap fill - short text	The Candidates read a continuous text which contains 6 gaps, and choose the most suitable word to complete the text from a choice of three options.	6

Task 4: True false - three short texts	The Candidates read three separate texts on the same topic and match 8 statements or questions to the most appropriate text.	6
Total Marks Available in the Reading Examination: 24		

Overview of the A2 Writing Examination

The total time allowed for the Writing examination is 30 minutes. There are 3 tasks in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful A2 Candidates will demonstrate the following competencies across the examination:

- write a series of simple phrases and sentences about their family, home, educational background, job.
- write short, basic descriptions of people, events, past activities and personal experiences in linked sentences
- write very simple personal letters, notes and messages
- use simple grammatical structures correctly
- have sufficient range and control of vocabulary to deal with routine, everyday situations involving familiar subjects and topics
- write text in complete sentences, organise it appropriately for the text and use mostly correct punctuation.

Candidates' performance is assessed across three categories:

1) Recording Information – in Task 1, one mark is allocated for every appropriate answer. Candidates are not penalised for spelling mistakes unless the error detracts from the message. The maximum number of marks that can be achieved in this category is 8 marks.

2) Task Achievement – Tasks 2 and 3 only - marks are allocated according to how well the Candidate addresses the objective of each task. The maximum number of marks that can be achieved in this category is 8.

3) Overall Linguistic Competency – in Tasks 2 and 3 only, marks are allocated according to how well they use vocabulary, grammar, structure, punctuation, spelling and legibility in their response to each task. The maximum number of marks that can be achieved in this category is 16.

Content of the A2 Writing Examination

A2 Writing Examination (time allowed: 30 minutes)	
Task	**Summary**
Task 1: Simple form	Candidates are required to complete a form or a questionnaire. The Candidate is expected to produce a series of simple sentences in response to a number of questions relating to everyday aspects of their lives, such as family, living conditions, educational background, previous or most recent job etc.
Task 2: Short text	Candidates are required to write a short response to an email or letter received. The response will be of mostly descriptive content, and relate to every day aspects of the Candidate's life. The main purpose of this task is to assess the Candidate's ability to write a short message which covers all required points. Word Count: The Candidate is expected to produce a minimum of 60 words.
Task 3: Short text	Candidates are given a choice of two different options in this task. The Candidate is required to write a very simple personal note or letter. The Candidate is expected to convey some of the following language functions: • express thanks • express apology • provide a brief description • make or respond to invitations • make or respond to suggestions Word Count: The Candidate is expected to produce a minimum of 60 words.

GA Entry Level Certificate in ESOL International (Entry 3) (Classic – CEFR B1)

Examinations Overview

The GA Entry Level Certificate in ESOL International (Entry 3) (Classic – CEFR B1) consists of four examinations:

Examination	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Time Allowed
Speaking	3	Communicating personal information	Prepared presentation	Discussion	Approx. 12 minutes per Candidate
Listening	3	6 x multiple choice questions (ABC)	8 x multiple choice questions (ABC)	8 x matching statements to speakers	Approximately 20 minutes
Reading	3	6 x multiple choice (ABCD Gap Fill)	8 x Multiple choice (ABCD)	8 x matching statements to texts	40 minutes
Writing	2	Candidate writes an email or letter on a given topic (minimum 100 words)	Candidate writes an email or letter; they can choose 1 of 2 topics (minimum 100 words)	N/A	45 minutes

B1 Text Types

At Entry Level 3 / B1, Candidates are expected to read and understand short straightforward texts on familiar topics accurately and independently, reading and obtaining information from everyday sources, in texts such as

- Forms
- Notes
- Records
- Emails
- Short reports
- Simple instructions
- Narratives

At this level, Candidates are expected to write to communicate information and opinions with some adaptation to the intended audience in documents such as

- Forms
- Notes
- Records
- Emails
- Letters
- Narratives
- Simple instructions
- Short reports
- Articles

B1 Language Specification

Functions	Grammar	Discourse markers	Topics
• Directions • Describing habits and routines • Giving personal information • Greetings • Telling the time • Understanding and using numbers • Understanding and using prices • Describing habits and routines • Describing past experiences • Describing people • Describing places • Describing things • Obligation and necessity • Requests • Suggestions • Checking understanding • Describing experiences and events • Describing feelings and emotion • Describing places • Expressing opinions; language of agreeing and disagreeing • Initiating and closing conversation • Managing interaction (interrupting, changing topic, resuming or continuing)	Level A2+ • Adverbs • Broader range of intensifiers such as too, enough • Comparatives and superlatives • Complex question tags • Conditionals, 2nd and 3rd • Connecting words expressing cause and effect, contrast etc. • Future continuous • Modals - must/can't deduction • Modals – might, may, will, probably • Modals – should have/might have/etc. • Modals: must/have to • Past continuous • Past perfect • Past simple • Past tense responses • Phrasal verbs, extended • Present perfect continuous • Present perfect/past simple • Reported speech (range of tenses) • Simple passive • Wh- questions in the past • Will and going to, for prediction	• Connecting words, and, but, because • Linkers: sequential – past time • Connecting words expressing cause and effect, contrast etc	• Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

B1 Communicative Functions & Notions

- Greet
- Take leave
- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Describe places and things
- Ask for descriptions of people, places and things
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Give factual accounts
- Ask about past events
- Express certainty about the future
- Ask about future events
- Express opinions about future possibilities
- Express obligation
- Offer help
- Make arrangements
- Make requests on the phone, in formal and informal situations
- Make requests—ask someone to do something in formal and informal situations
- Make requests—ask for directions
- Respond to request for directions
- Respond to request for instructions
- Respond to request for an explanation
- Make requests—ask for permission formally
- Express feelings, likes and dislikes, with reasons, cause and effect
- Ask about people's feelings, opinions, interests, wishes, hopes
- Express views and opinions
- Apologise in formal and informal situations
- Explain and give reasons
- Show contrast, cause, reason, purpose
- Ask for clarification and explanation
- Confirm information
- Check back and ask for confirmation
- Ask for advice and suggestions
- Respond to suggestions
- Respond to advice
- Make suggestions and give advice
- Suggest action with other people
- Praise and compliment others
- Complain
- Warn and prohibit

B1 Key Language Items

Simple & compound sentences	• Variations in word order • Word order in complex sentences • There has / have been • There will be / there was going to be • Complex sentences with one subordinate clause of either time, reason, result, condition or concession • Defining relative clauses using who, which, that • A range of verbs + ing form • Verbs + infinitive, with and without 'to' • Infinitive of purpose • Simple reported statements • A wide range of 'wh-' questions • Simple embedded questions • Statements with question tags using Entry 3 tenses
Noun phrase	• Noun phrases with pre- and post-modification • a range of determiners • Use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions
Verb forms and time markers in statements, interrogatives, negatives and short forms	• Present perfect with: since/for; ever/never; yet/already • Used to for regular actions in the past • Past continuous • Future simple verb forms • Modals and forms with similar meaning: positive and negative, e.g. You should/shouldn't to express obligation; might, may, will probably to express possibility and probability in the future; would/should for advice; need to for obligation; will definitely to express certainty in the future; may I? Asking for permission; I'd rather stating preference • Common phrasal verbs and position of object • Pronouns
Adjectives	• Comparative and superlative adjectives • Comparative structures
Adverbs and prepositional phrases	• Wider range of prepositions and prepositional phrases • A wide range of adverbial uses, e.g. To express possibility and un/certainty – possibly, perhaps, definitely • More complex adverbial phrases of time, place, frequency, manner • A range of intensifiers, including too, enough
Discourse	• Markers to indicate: addition, sequence, contrast • Markers to structure spoken discourse • Use of ellipsis in informal situations • Use of vague language

Examination Specification: B1

Overview of the B1 Speaking Examination

The total guide time for the Speaking examination is 12 minutes, including an introduction read by the Interlocutor.

There are 3 tasks in total.

The Speaking examination takes place with one Candidate and the Interlocutor present.

Successful B1 Candidates will demonstrate the following competencies across the examination:

- 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.
- Can enter unprepared and maintain a conversation or discussion on familiar topics
- Can exchange factual information on familiar routine and non-routine matters
- Can describe how to do something, e.g. by giving instructions or directions
- Can give a straightforward descriptive presentation on a variety of familiar topics, including describing events and experiences, narrating a story, and take follow up questions
- Can express a point of view clearly, giving brief reasons and explanations
- Can express and seek thoughts, views and opinions on topics of interest, and express agreement and disagreement
- Can compare and contrast alternatives re solutions to problems or practical questions
- Can express their own feelings and reactions, dreams, hopes and ambitions
- Can communicate with reasonable accuracy in familiar contexts
- Can express him/herself with relative ease and keep going effectively.

Candidates' performance is assessed across two categories:

1) Communicative Effectiveness – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 9 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across all three tasks). The maximum number of marks that can be achieved in this category is 12.

Overall Linguistic Competency is broken down into the following components:

- Vocabulary range and control
- Grammar range and control
- Phonological control and fluency
- Coherence and cohesion

Content of the B1 Speaking Examination

B1 Speaking Examination (total guide time: 12minutes)		
Task	Summary	Timings
Task 1: Conversation	The Candidate is asked five separate questions. They are expected to respond to each question in a few sentences. Example questions: • Do you like going to restaurants? (Why/ Why not?) • Tell me something about your home town. • What did you do last weekend?	4 minutes
Task 2: Prepared presentation	The topics are published in advance to allow Candidates to prepare for this task. The Candidate talks about their topic for about 1.5 minutes. They must then answer three questions about their presentation from the interlocutor. Example presentation topics: • To learn English, it is better to live in an English speaking country. • People's lifestyles used to be healthier in the past. • Fashion is an important part of life.	4 minutes
Task 3: Discussion	The Candidate participates in a discussion on a topic introduced by the Interlocutor. A scenario is given and Candidate discusses various options, ideas and opinions with the Interlocutor. Visual prompts are provided. Example discussion topic: • Our friend is spending all her free time watching television. Discuss what other activities you can recommend to our friend, and why they are better than watching TV.	4 minutes

Overview of the B1 Listening Examination

The approximate time for the Listening examination is 20 minutes. There are 3 tasks in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B1 Candidates will demonstrate the following competencies across the examination:

- Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc.
- Can understand straightforward factual information about common every day or job related topics
- Can understand the main point of recorded or broadcast audio materials, e.g. radio programmes on current affairs or topics of personal or professional interest
- Can follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect
- Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward
- Can understand the information content and the main points of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the B1 Listening Examination

B1 Listening Examination (total time: approximately 20 minutes)		
Task	Summary	Marks Available
Task 1: Listen to a conversation	The Candidates listen to a conversation between two speakers and answer 6 multiple choice ABC questions about the content of the conversation. The Candidates hear the recording twice.	6
Task 2: Listen to a monologue	The Candidates listen to a monologue (e.g. news, talk, presentation or instructions) and answer 8 multiple choice ABC questions about the content of the recording. The Candidates hear the recording twice.	8
Task 3: Listen to 3 different speakers	The Candidates listen to three speakers presenting their opinions on the same subject. The Candidates match 8 statements to the correct speaker. The Candidates hear the recording twice.	8
Total Marks Available in the Listening Examination: 22		

Overview of the B1 Reading Examination

The total time allowed for the Reading examination is 40 minutes. There are 3 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B1 Candidates will demonstrate the following competencies across the examination:

- find and understand relevant information in everyday material, such as letters, brochures and short official documents
- scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task
- recognise the main line of argument in the treatment of the issue presented
- recognise significant points in straightforward newspaper articles on familiar subjects
- understand clearly written, straightforward instructions
- understand the description of events, feelings and wishes
- identify the main conclusions in clearly signalled argumentative texts.

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the B1 Reading Examination

B1 Reading Examination (time allowed: 40 minutes)		
Task	Summary	Marks Available
Task 1: Gap fill – a continuous text	The Candidates read a continuous text which contains 6 gaps, and choose the most suitable word to complete the text from a choice of four options.	6
Task 2: Multiple choice - long text	The Candidates read a continuous text, and answer 8 multiple choice ABCD questions based on the content of the text.	8
Task 3: Matching - three short texts	The Candidates read three separate texts on the same topic and match 8 statements or questions to the most appropriate text.	8
Total Marks Available in the Reading Examination: 22		

Overview of the B1 Writing Examination

The total time allowed for the Writing examination is 45 minutes. There are 2 tasks in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B1 Candidates will demonstrate the following competencies across the examination:

- write messages communicating enquiries, explaining problems or conveying simple information, getting across comprehensibly the points he/she feels are important
- write personal letters describing experiences, feelings and events in some detail
- write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions
- 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
- write straightforward, detailed descriptions on a range of familiar subjects within his field of interest

Candidates' performance is assessed across two categories:

1) Task Achievement – in other words, how appropriately they responded to each task.

The maximum number of marks that can be achieved in this category is 27 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across both writing tasks). The maximum number of marks that can be achieved in this category is 28.

Overall Linguistic Competency is broken down into the following categories:

- Vocabulary range
- Vocabulary control
- Grammar range
- Grammar control
- Spelling and punctuation
- Propositional precision
- Coherence & cohesion

Content of the B1 Writing Examination

B1 Writing Examination (time allowed: 45 minutes)	
Task	**Summary**
Task 1: Letter or email	Candidates are expected to produce either a letter or an email on a given topic Guidance is provided. Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 100 words in this task. Example: • Your friend Carlos wants to do something special for his mother's birthday. Write an email to Carlos, and offer him some advice about how he can celebrate his mother's birthday.
Task 2: Letter or email	Candidates are given a choice of two different options in this task and must choose one. They are expected to produce either a letter or an email. Guidance is provided. Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 100 words in this task. Example: • Write an email to a friend telling them about a new language course you are attending. Write about: • why you chose it • the teacher • other students • if you enjoy it

GA Level 1 Certificate in ESOL International (Classic – CEFR B2)

B2 Examinations Overview

The GA Level 1 Certificate in ESOL International (Classic – CEFR B2) consists of four examinations:

Examination	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Time Allowed
Speaking	3	Communicating personal information	Prepared presentation	Discussion	Approx. 12 minutes per Candidate
Listening	3	6 x multiple choice questions (ABC)	8 x multiple choice questions (ABC)	8 x matching statements to speakers	Approximately 25 minutes
Reading	3	6 x multiple choice (ABCD gap fill)	8 x multiple choice (ABCD)	8 x matching statements to texts	50 minutes
Writing	2	Candidate writes an email or a letter on a given topic (minimum 150 words)	Candidate chooses 1 of 2 options: essay or article (minimum 150 words)	N/A	60 minutes

B2 Text Types

At Level 1, Candidates are expected to read and understand straightforward texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as:

- Reports
- Instructional texts
- Explanatory texts
- Persuasive texts

At this level, Candidates are expected to be able to write a variety of texts composed for different purposes and different audiences, and reflect those in their choice of lexis, grammar and register. Candidates will be assessed on their ability to write the following text types:

- Letters and emails
- Articles
- Reports or records
- Instructions or explanations
- Complex forms

Candidates will also be expected to demonstrate their ability to plan, draft and proofread and revise their own writing.

B2 Language Specification

Functions	Grammar	Discourse markers	Topics
• Critiquing and reviewing • Describing experiences • Describing feelings and emotions • Describing hopes and plans • Developing an argument • Encouraging and inviting another speaker to continue, come in • Expressing abstract ideas • Expressing agreement and disagreement • Expressing opinions • Expressing reaction, e.g. indifference • Interacting informally, reacting, expressing interest, sympathy, surprise etc. • Opinion, justification • Speculating • Taking the initiative in interaction • Synthesizing, evaluating, glossing info	• Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Mixed conditionals • Modals – can't have, needn't have • Modals of deduction and speculation • Narrative tenses • Passives • Past perfect • Past perfect continuous • Phrasal verbs, extended • Relative clauses • Reported speech • Will and going to, for prediction • Wish • Would expressing habits, in the past	• Connecting words expressing cause and effect, contrast etc. • Discourse markers to structure formal speech • Linkers: although, in spite of, despite • Linkers: sequential – past time – Subsequently	• The Arts, Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News and current affairs • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

B2 Communicative Functions & Notions

- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of things, places
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Ask about past events
- Give factual accounts – define
- Ask for definitions
- Give factual accounts – classify
- Give factual accounts – describe a simple process
- Ask about processes
- Generalise
- Give examples
- Express obligation and reasons
- Express absence of obligation
- Report information
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something for you
- Make requests in informal and formal situations – ask for permission
- Ask for confirmation
- Respond to request for confirmation
- Check back
- Give views and opinions
- Hypothesise
- Explain, and give reasons
- Show contrast, reason, purpose, consequence, result
- Express feeling, likes and dislikes, hopes
- Ask about people's feelings, opinions, interests, wishes, hopes
- Ask for advice and suggestions
- Make suggestions and give advice
- Make recommendations
- Respond to request for instructions
- Interrupt
- Praise and compliment
- Persuade
- Complain
- Warn
- Take leave

B2 Key Language Items

Simple, compound and complex sentences, with more than one subordinate clause	• Word order in sentences with more than one subordinate clause • There had been • A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession • Conditional forms, using if and unless with past and use of would • Non-defining relative clauses • Defining relative clauses with where or whose • Participial clauses to describe accompanying actions with –ing Clause as subject or object • Reported speech with a range of tenses, including use of would and had • A range of embedded questions using if and whether • Reported questions with if and whether • Use of had and would in reported questions • Reported requests • Statements with question tags using Level 1 tenses • Reported instructions
Noun phrase	• More-complex noun phrases with pre- and post-modification • Word order of determiners • Use of definite, indefinite and zero article with a wide range of nouns in a range of uses • Range of expressions to indicate possession
Verb forms and time markers in statements, interrogatives, negatives and short forms	• Present perfect continuous • Past perfect • Present and past simple passive • Use of would in conditional sentences • Causative use of have and get • Modals: ought to express obligation; negative of need and have to express absence of obligation; would to express hypotheses; use of forms, e.g. Be able to refer to future; would like + object, + infinitive, e.g. Would like you to • A range of phrasal verbs
Adjectives	• Comparisons, using fewer and less • Collocation of adjective + preposition
Adverbs and prepositional phrases	• Prepositions to express concession • Collocations of: verbs + prepositions; nouns + prepositions • A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability • Comparative and superlative forms of adverbs • A wide range of intensifiers

Discourse	• A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time • Markers to structure spoken discourse • Use of ellipsis in informal speech and writing

Examination Specification: B2

Overview of the B2 Speaking Examination

The total guide time for the Speaking examination is 12 minutes, including an introduction read by the Interlocutor.

There are 3 tasks in total.

The Speaking examination takes place with one Candidate and the Interlocutor present.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can interact with a degree of fluency and spontaneity on a number of familiar subjects
- Can take active part in a discussion, presenting and justifying their views
- Can present clear, detailed descriptions on a wide range of subjects
- Can explain a viewpoint
- Can give advantages and disadvantages of each option

Candidates' performance is assessed across two categories:

1) Communicative Effectiveness – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 9 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across all three tasks). The maximum number of marks that can be achieved in this category is 12.

Overall Linguistic Competency is broken down into the following components:

- Vocabulary range and control
- Grammar range and control
- Phonological control and fluency
- Coherence and cohesion

Content of the B2 Speaking Examination

B2 Speaking Examination (total guide time: 12 minutes)		
Task	Summary	Timings
Task 1: Conversation	The Candidate is asked five separate questions. They are expected to respond to each question in a few sentences. Example questions: • Do you enjoy meeting new people? (Why? /Why not?) • Tell me about your favourite television programme. • If you could have any job in the world, what would you like to do? (Why?)	4 minutes
Task 2: Prepared presentation	The topics are published in advance to allow Candidates to prepare for this task. The Candidate talks about their topic for about 1.5 minutes. They must then answer three questions about their presentation from the interlocutor. Example presentation topics: • The importance of having a true friend. • Is it better to have lots of brothers and sisters or to grow up in a small family? • Are some ways of coping with stress better than others?	4 minutes
Task 3: Discussion	The Candidate participates in a discussion on a topic introduced by the Interlocutor. A scenario is given and Candidate discusses various options, ideas and opinions with the Interlocutor. Visual prompts are provided. Example discussion topic: • Our friend is planning to buy a new house. She works in a city, but would like to live in the countryside. Discuss whether she should move to the countryside or stay in the city, and which you would recommend and why.	4 minutes

Overview of the B2 Listening Examination

The approximate time for the Listening examination is 25 minutes. There are 3 tasks in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can understand standard spoken language on both familiar and unfamiliar topics
- Can follow the essentials of lectures, talks and reports
- Can understand animated conversation between native speakers
- Can understand the main ideas of propositionally and linguistically complex speech on both abstract and concrete topics
- Can follow complex lines of argument, provided the topic is reasonably familiar
- Can understand speech delivered in a standard dialect and at normal speed

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the B2 Listening Examination

B2 Listening Examination (total time: approximately 20 minutes)		
Task	Summary	Marks Available
Task 1: Listen to a conversation	The Candidates listen to a conversation between two speakers and answer 6 multiple choice ABC questions about the content of the conversation. The Candidates hear the recording twice.	6
Task 2: Listen to a monologue	The Candidates listen to a monologue (e.g. news, talk, presentation or instructions) and answer 8 multiple choice ABC questions about the content of the recording. The Candidates hear the recording twice.	8
Task 3: Listen to 3 different speakers	The Candidates listen to three speakers presenting their opinions on the same subject. The Candidates match 8 statements to the correct speaker. The Candidates hear the recording twice.	8

Total Marks Available in the Listening Examination: 22

Overview of the B2 Reading Examination

The total time allowed for the Reading examination is 50 minutes. There are 3 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can read correspondence relating to his/her field of interest and readily grasp the essential meaning
- Can scan longer texts in order to find the required information, or gather information from different parts of the text
- Can gather information from different texts to fulfil a specific task
- Can read for information, ideas and opinions from highly specialised sources across their field
- Can understand specialised articles outside of their field provided they can occasionally use a dictionary
- Can understand lengthy, complex instructions

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the B2 Reading Examination

B2 Reading Examination (time allowed: 50 minutes)		
Task	Summary	Marks Available
Task 1: Gap fill	The Candidates read a continuous text which contains 6 gaps, and choose the most suitable word to complete the text from a choice of four options.	6
Task 2: Long text	The Candidates read a continuous text, and answer 8 multiple choice ABCD questions based on the content of the text.	8
Task 3: Three short texts	The Candidates read three separate texts on the same topic and match 8 statements or questions to the most appropriate text.	8
Total Marks Available in the Reading Examination: 22		

Overview of the B2 Writing Examination

The total time allowed for the Writing examination is 60 minutes. There are 2 tasks in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can write letters conveying degrees of emotion and highlighting the personal significance
- Can comment on the correspondent's news and views
- Can write clear, detailed descriptions of real or imaginary events
- Can mark the relationship between the ideas in clear, connected text
- Can write an essay that develops an argument systematically
- Can appropriately highlight relevant points
- Can include relevant supporting details
- Can evaluate different ideas or solutions

Candidates' performance is assessed across two categories:

1) Task Achievement – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 27 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across both writing tasks). The maximum number of marks that can be achieved in this category is 28.

Overall Linguistic Competency is broken down into the following categories:

- Vocabulary range
- Vocabulary control
- Grammar range
- Grammar control
- Spelling and punctuation
- Propositional precision
- Coherence and cohesion

Content of the B2 Writing Examination

B2 Writing Examination (time allowed: 60 minutes)	
Task	**Summary**
Task 1: Letter or email	Candidates are expected to produce a letter or an email on a given topic. Guidance is provided. Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 150 words in this task. Example: • Write an email to your teacher recommending what your class could do to celebrate the end of the school year. Include information about what you recommend, and why you think it would be a popular choice.
Task 2: Essay or article	Candidates are given a choice of two different options in this task. One of the options is to produce an essay, and the other to produce an article. The Candidate must choose one option. Guidance is provided.

	Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 150 words in this task. Example: • Today's teenagers have less responsibility for doing household chores, for example cleaning, cooking, or looking after the pets, than they did in the past. Write an essay giving your opinion about why you think this change has happened.

GA Level 2 Certificate in ESOL International (Classic – CEFR C1)

Examinations Overview

The GA Level 2 Certificate in ESOL International (Classic – CEFR C1) consists of four examinations:

Unit	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Time Allowed
Speaking	3	Communicating personal information	Prepared presentation	Discussion	Approx. 15 minutes per Candidate
Listening	3	6 x multiple choice (ABC)	8 x multiple choice (ABC)	8 x matching statements to speakers	Approximately 30 minutes
Reading	3	6 x multiple choice (ABCD gap fill)	8 x multiple choice (ABCD)	8 x matching statements to texts	55 minutes
Writing	2	Candidate produces a formal email or letter on a given topic (minimum 200 words)	Candidate chooses 1 of 2 options: an essay or article (minimum 200 words)	N/A	75 minutes

C1 Text Types

At Level 2, Candidates are expected to read and understand complex texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as:

- Lengthy, complex articles and reports
- Complex instructional texts
- Persuasive/ argumentative texts
- Technical and specialised texts
- Fictional and literary texts

At this level, Candidates are expected to be able to write a variety of texts composed for different purposes and different audiences, and reflect those in their choice of lexis, grammar and register.

They are expected to write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience in a wide range of documents.

Candidates will be assessed on their ability to write the following text types:

- Formal letters and emails
- Articles
- Reports
- Essays
- Complex forms

C1 Language Specification

Functions	Grammar	Discourse markers	Topics
• Conceding a point • Critiquing and reviewing constructively • Defending a point of view persuasively • Developing an argument systematically • Emphasizing a point, feeling, issue • Expressing attitudes and feelings precisely • Expressing certainty, probability, doubt • Expressing opinions tentatively, hedging • Expressing reaction, e.g. indifference • Expressing shades of opinion and certainty • Responding to counterarguments • Speculating and hypothesising about causes, consequences etc. • Synthesising, evaluating and glossing information	• Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Inversion with negative adverbials • Mixed conditionals in past, present and future • Modals in the past • Modals of deduction and speculation • Narrative tenses for experience, including passive • Passives - all • Past perfect • Past perfect continuous • Phrasal verbs, extended, including splitting • Relative clauses • Reported speech • Will and going to, for prediction • Wish / if only for regrets • Would expressing habits, in the past • Wish/if only regrets	• Connecting words expressing cause • and effect, contrast etc. • Linking devices, logical markers • Markers to structure and signpost formal and informal in speech and writing	• Arts • Books and literature • Film • Languages • Media • News, lifestyles and current affairs • Personal feelings, opinions and experiences • Scientific developments • Social interactions • Work and jobs

C1 Communicative Functions & Notions

- Greet and sustain social interaction
- Give personal information
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Give general and specific descriptions of things and places
- Ask for descriptions of things, places
- Narrate
- Ask about past events
- Give factual accounts – define within explanations
- Ask for definitions
- Give factual accounts – give examples
- Give factual accounts – classify
- Generalise and compare/contrast
- Give factual accounts – describe a complex process
- Ask about processes
- Express obligation in the past
- Express definite and tentative arrangements in the future report
- Explain and give reasons
- Give instructions
- Summarise
- Hypothesise
- Speculate
- Give views, opinions and justification
- Ask for advice
- Respond to requests for confirmation
- Ask for confirmation
- Clarify
- Rephrase for clarification or emphasis
- Check back
- Express feelings, likes and dislikes, wishes ask about people's feelings, opinions, interests, wishes, hopes
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something
- Make requests in informal and formal situations – ask for permission
- Criticise, rebuke
- Give reassurance and praise
- Negotiate
- Persuade
- Complain
- Warn and threaten
- Interrupt
- Disagree
- Change the topic
- Take leave

C1 Key Language Items

Simple, compound and complex sentences, with more than one subordinate clause	• Word order in complex sentences, including choice of order for emphasis • There could be/would be/should be • Could have/would have/should have • Wide range of conjunctions, including on condition that, provided that • Conditional forms, using had + would/could/should have • Comparative clauses • More complex participial clauses with –ing and –ed • Fronting and cleft sentences for emphasis • Reported speech, using a range of verb forms • More complex embedded questions • Reported questions, using a range of verb forms • Statements with question tags, using level 2 verbs and tenses • Imperative + question tag
Noun phrase	• Noun phrases of increasing complexity • Use of zero article with a wide range of countable and uncountable nouns in a range of constructions
Verb forms and time markers in statements, interrogatives, negatives and short forms	• Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive • Would expressing habit in the past • Use of had + would/could/should have in conditional sentences • Modals expressing past obligation, possibility, rejected conditions • A wide range of phrasal verbs with a number of particles
Adjectives	• Connotations and emotive strength of adjectives
Adverbs and prepositional phrases	• Prepositions + –ing form • Prepositions followed by noun phrases
Discourse	• A range of logical markers • Sequence markers

Examination Specification: C1

Overview of the C1 Speaking Examination

The total guide time for the Speaking examination is 15 minutes, including an introduction read by the Interlocutor.

There are 3 tasks in total.

The examination takes place with one Candidate and the Interlocutor present.

Successful C1 Candidates will demonstrate the following competencies across the examination:

- Can express him/herself fluently and spontaneously without much searching for expressions
- Can use language flexibly and effectively
- Can take active part in a discussion, formulating ideas and opinions with precision
- Can relate his/her contribution skilfully to those of other speakers
- Can present clear, detailed descriptions of complex subjects
- Can develop points, integrate themes and round off with appropriate conclusions

Candidates' performance is assessed across two categories:

1) Communicative Effectiveness – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 9 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across all three tasks). The maximum number of marks that can be achieved in this category is 12.

Overall Linguistic Competency is broken down into the following components:

- Vocabulary range and control
- Grammar range and control
- Phonological control and fluency
- Coherence and cohesion

Content of the C1 Speaking Examination

C1 Speaking Examination (total guide time: 15 minutes)		
Task	Summary	Timings
Task 1: Conversation	The Candidate is asked five separate questions. They are expected to respond to each question in a few sentences. Example questions: • Tell me about what you do to improve your English. • If you could learn a new skill, what would you choose? (Why?) • Tell me something about an interesting book you read recently.	4 minutes
Task 2: Prepared presentation	The topics are published in advance to allow Candidates to prepare for this task. The Candidate talks about their topic for about 3 minutes. They must then answer three questions about their presentation from the interlocutor. Example presentation topics: • How well do schools in your country prepare students for the challenges of adult life? • Society cannot function without rules and regulations. • Experiences are more valuable than possessions – discuss.	6 minutes
Task 3: Discussion	The Candidate participates in a discussion on a topic introduced by the Interlocutor. A scenario is given and Candidate discusses various options, ideas and opinions with the Interlocutor. Visual prompts are provided. Example discussion topic: • Let's consider some of the technological	5 minutes

	inventions of the last 100 years. Have they made our lives easier, or more difficult?	

Overview of the C1 Listening Examination

The approximate time for the Listening examination is 30 minutes. There are 3 tasks in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful C1 Candidates will demonstrate the following competencies across the examination:

- Can understand standard spoken language on both familiar and unfamiliar topics, including some complex topics
- Can follow extended speech on abstract and complex topics
- Can recognise a range of colloquialisms and idiomatic expressions, appreciating register shifts
- Can follow most lectures, discussions and debates with relative ease
- Can follow propositionally and linguistically complex speech even on unfamiliar or abstract topics
- Can understand animated conversation between native speakers
- Can infer attitude, mood and intentions and anticipate what will come next
- Can understand speech even when it is not clearly structured

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the C1 Listening Examination

C1 Listening Examination (total time: approximately 30 minutes)		
Task	Summary	Marks Available
Task 1: Listen to a conversation	The Candidates listen to a conversation between two speakers and answer 6 multiple choice ABC questions about the content of the conversation. The Candidates hear the recording twice.	6
Task 2: Listen to a monologue	The Candidates listen to a monologue (e.g. news, lecture, presentation or instructions) and answer 8 multiple choice ABC questions about the recording. The Candidates hear the recording twice.	8
Task 3: Listen to 3 different speakers	The Candidates listen to three different speakers presenting their opinions, ideas or experiences on a related subject. The Candidates match 8 statements to the correct speaker. The Candidates hear the recording twice.	8
Total Marks Available in the Listening Examination: 22		

Overview of the C1 Reading Examination

The total time allowed for the Reading examination is 55 minutes. There are 3 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful C1 Candidates will demonstrate the following competencies across the examination:

- Can read and understand lengthy complex texts
- Can read and understand any correspondence provided they can use a dictionary
- Can scan quickly through long and complex texts to locate relevant details
- Can quickly identify the content and relevance of everyday materials and news, articles and reports on a wide range of topics
- Can identify finer points of detail including attitudes and implied as well as stated opinions
- Can understand in detail lengthy, complex instructions even relating to unfamiliar items or tasks

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the C1 Reading Examination

C1 Reading Examination (time allowed: 55 minutes)		
Task	Summary	Marks Available
Task 1: Gap fill	The Candidates read a continuous text which contains 6 gaps and choose the most suitable word to complete the text from a choice of four options.	6
Task 2: Long text	The Candidates read a continuous text, and answer 8 multiple choice ABCD questions based on the content of the text.	8
Task 3: Four short texts	The Candidates read four separate texts on the same topic and match 8 statements or questions to the most appropriate text.	8
Total Marks Available in the Reading Examination: 22		

Overview of the C1 Writing Examination

The total time allowed for the Writing examination is 75 minutes. There are 2 tasks in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful C1 Candidates will demonstrate the following competencies in the examination:

- Can express him/herself with clarity and precision, relating to addressee flexibly and effectively
- Can use emotional, allusive and joking language in personal correspondence
- Can produce clear, well-structured, detailed text on a complex subject
- Can demonstrate controlled use of organisational patterns, connectors and cohesive devices
- Can express and expand on points of view at some length, giving reasons and relevant examples
- Can write detailed essays or reports, clearly indicating salient points
- Can write clear, developed descriptions and imaginative texts in an assured, natural style
- Can write texts in a style appropriate to the reader

Candidates' performance is assessed across two categories:

1) Task Achievement – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 27 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across both writing tasks). The maximum number of marks that can be achieved in this category is 28.

Overall Linguistic Competency is broken down into the following categories:

- Vocabulary range
- Vocabulary control
- Grammar range
- Grammar control
- Spelling, punctuation and legibility

- Propositional precision
- Coherence and cohesion

Content of the C1 Writing Examination

C1 Writing Examination (time allowed: 75 minutes)	
Task	Summary
Task 1: Formal letter or email	The task requires the Candidate to produce a formal letter or email on a given topic (e.g. making a complaint, expressing reaction, emphasizing a point, persuading). Guidance is provided. Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 200 words in this task. Example: • You belong to a sports club. You and other members are not happy with how the club is run. Write a letter of complaint to the manager.
Task 2: Essay or article	Candidates are given a choice of two different options in this task. One of the options is to produce an essay, and the other to produce an article. The Candidate must choose one option. Guidance is provided. Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 200 words in this task. Example: • Children should be paid for good results at school as it will help to motivate them to learn. Do you agree with this statement? Write an essay giving your opinion.

GA Level 3 Certificate in ESOL International (Classic – CEFR C2)

C2 Examinations Overview

The GA Level 3 Certificate in ESOL International (Classic – CEFR C2) consists of four examinations:

Unit	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Time Allowed
Speaking	3	Communicating personal information	Prepared presentation	Discussion	Approx. 15 minutes per candidate
Listening	3	6 x multiple choice (ABC)	8 x multiple choice (ABC)	8 x matching statements to speakers	Approximately 30 minutes
Reading	3	6 x multiple choice (ABCD Gap Fill)	8 x multiple choice (ABCD)	8 x matching statements to texts	55 minutes
Writing	2	Candidate produces an essay or an article on a given topic (minimum 240 words)	Candidate chooses 1 of 2 options: story/descriptive narrative/blog entry (minimum 240 words)	N/A	90 minutes

C2 Text Types

At Level 3 (C2), Candidates are expected to have reached a near native level of proficiency in English and as such there is no definitive list of text types for this level.

Candidates will encounter texts which are both familiar and relevant to them as learners of English as well as texts that are technical, abstract and unfamiliar to them, including classic and contemporaneous literary works.

The Candidate is able to understand with ease virtually everything heard or read and be able to summarise from different spoken and written sources, reconstructing arguments and accounts and presenting them coherently.

At this level, the Candidate is expected to be able to express him/herself spontaneously, very fluently and precisely and be able to differentiate finer shades of meaning even in complex situations in both written and spoken forms.

C2 Language Specification

At Level 3 (C2), Candidates are expected to have reached a near native level of proficiency in English and as such there is no definitive list of grammar, functions and structures at this level.

The Language Specification table for level C1 can be used as a basis of initially assessing a Candidate's ability prior to undertaking a course of study at Level 3 (C2). Candidates should be able to demonstrate a mastery of the language and be able to manipulate the language in order to respond to both explicit and implied meanings in a wide variety of contexts and settings which may be unfamiliar to them.

At this level, Candidates should express themselves appropriately and accurately for the intended purpose with ease, in the reception, interaction and production of language.

C2 Communicative Functions & Notions

The C2 Candidate will be able to successfully perform all of the communicative functions and notions as provided for level C1 above; AND

- have no difficulty in understanding any kind of spoken language, even when delivered at fast, native speed
- read with ease virtually all forms of written language, including abstract, structurally or linguistically complex tests such as manuals, specialised articles and literary works
- effortlessly take part in conversation and discussion and have a good familiarity with idiomatic expressions and colloquialisms, expressing him/herself fluently and conveying finer shades of meaning
- backtrack and re-structure around any difficulties so smoothly that other people are hardly aware of it
- express him/herself with clarity and precision, relating to the addressee flexibly and in an assured, personal style
- present clear, smoothly-flowing descriptions or arguments in a style appropriate to the context and with effective logical structures which help recipients to notice and remember significant points
- write clear, smoothly-flowing text in an appropriate style, including complex letters, reports or articles, and can present a case with an effective logical structure which helps recipients to notice and remember significant points
- write summaries and reviews of professional or literary works

C2 Key Language Items

At Level 3 (C2), Candidates are expected to have reached a near native level of proficiency in English and as such there is no definitive list of key language items at this level.

The Key Language Items table provided for level C1 can be used as a basis of initially assessing a Candidate's ability prior to undertaking a course of study at Level 3 (C2).

Candidates should be able to demonstrate a mastery of all these key language items and be able to manipulate the language in order to respond to both explicit and implied meanings in a wide variety of contexts and settings which may be unfamiliar to them.

At this level, Candidates should express themselves appropriately and accurately for the intended purpose with ease, in the reception, interaction and production of language.

Examination Specification: C2

Overview of the C2 Speaking Examination

The total guide time for the Speaking examination is 15 minutes, including an introduction read by the Interlocutor. There are 3 tasks in total.

The examination takes place with one Candidate and the Interlocutor present.

Successful C2 Candidates will demonstrate the following competencies across the examination:

- Can take part effortlessly in any conversation or discussion
- Can present smoothly-flowing, elaborate and memorable descriptions
- Can present articulate and persuasive arguments using appropriate style
- Can use a good command of idiomatic expressions and colloquialisms
- Can express him/herself fluently, precisely and spontaneously
- Can handle difficult questioning
- Can show great flexibility and differentiate finer shades of meaning even in complex speech
- Can use structure to help the listener notice and remember significant points
- Can keep up with his/her side of the dialogue extremely well, interacting authoritatively
- Can converse comfortably, unhampered by any linguistic limitations

Candidates' performance is assessed across two categories:

1) Communicative Effectiveness – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 9 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across all three tasks). The maximum number of marks that can be achieved in this category is 12.

Overall Linguistic Competency is broken down into the following components:

- Vocabulary range and control
- Grammar range and control
- Phonological control and fluency
- Coherence and cohesion

Content of the C2 Speaking Examination

C2 Speaking Examination (total guide time: 15 minutes)		
Task	Summary	Timings
Task 1: Conversation	The Candidate is asked five separate questions. They are expected to respond to each question in a few sentences. Example questions: • Tell me about an experience that changed your perspective on life. • How has learning English affected your understanding of your own culture? • Why do you think people are drawn to competitive sports, both as participants and spectators?	4 minutes
Task 2: Prepared presentation	The topics are published in advance to allow Candidates to prepare for this task. The Candidate talks about their topic for about 3 minutes. They must then answer three questions about their presentation from the interlocutor. Example presentation topics: • How well do schools in your country prepare students for the challenges of adult life? • Society cannot function without rules and regulations. • Experiences are more valuable than possessions – discuss.	6 minutes
Task 3: Discussion	The Candidate participates in a discussion on a topic introduced by the Interlocutor. A scenario is given and Candidate discusses various options, ideas and opinions with the Interlocutor. Visual prompts are provided. Example discussion topic:	5 minutes

	• Our teacher has asked us to prepare a presentation about different ways of addressing the challenges posed by artificial intelligence and discuss which one we think poses the greatest threat to society.	

Overview of the C2 Listening Examination

The approximate time for the Listening examination is 30 minutes. There are 3 tasks in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful C2 Candidates will demonstrate the following competencies across the examination:

- Can follow any kind of speech even when delivered at fast, native speed
- Can understand any native speaker, even on abstract and complex topics of a specialist nature
- Can follow specialised lectures and presentations employing a high degree of colloquialisms, idiomatic expressions and unfamiliar terminology
- Can follow propositionally and linguistically complex speech even on unfamiliar or abstract topics
- Can understand animated conversation between native speakers
- Can infer attitude, mood and intentions and anticipate what will come next
- Can understand speech even when it is not clearly structured

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the C2 Listening Examination

C2 Listening Examination (total time: approximately 30 minutes)		
Task	Summary	Marks Available
Task 1: Listen to a conversation	The Candidates listen to a conversation between two speakers and answer 6 multiple choice ABC questions about the content of the conversation. The Candidates hear the recording twice.	6
Task 2: Listen to a monologue	The Candidates listen to a monologue (e.g. news, lecture, presentation or instructions) and answer 8 multiple choice ABC questions about the recording. The Candidates hear the recording twice.	8
Task 3: Listen to 3 different speakers	The Candidates listen to three different speakers presenting their opinions, ideas or experiences on a related subject. The Candidates match 8 statements to the correct speaker. The Candidates hear the recording twice.	8
Total marks available in the Listening examination: 22		

Overview of the C2 Reading Examination

The total time allowed for the Reading examination is 55 minutes. There are 3 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful C2 Candidates will demonstrate the following competencies across the examination:

- Can read and understand with ease virtually all forms of the written language including structurally or linguistically challenging texts
- Can understand and critically interpret texts
- Can read and understand any lengthy, complex texts, appreciating subtle distinctions of style
- Can understand implicit meaning and implied attitudes
- Can scan quickly through long and complex texts to locate relevant details
- Can quickly identify the content and relevance of everyday materials and news, articles and reports on virtually any topic

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

Content of the C2 Reading Examination

C2 Reading Examination (time allowed: 55 minutes)		
Task	Summary	Marks Available
Task 1: Gap fill	The Candidates read a continuous text which contains 6 gaps and choose the most suitable word to complete the text from a choice of four options.	6
Task 2: Long text	The Candidates read a continuous text and answer 8 multiple choice ABCD questions based on the content of the text.	8
Task 3: Four short texts	The Candidates read four separate texts on the same topic and match 8 statements or questions to the most appropriate text.	8
Total marks available in the Reading examination: 22		

Overview of the C2 Writing Examination

The total time allowed for the Writing examination is 90 minutes. There are 2 tasks in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful C2 Candidates will demonstrate the following competencies across the examination:

- Can write clear, smoothly-flowing text in an appropriate style
- Can write complex essays or articles which present a case or give critical appreciation with an effective logical structure
- Can express him/herself with clarity and precision, relating to addressee flexibly and effectively
- Can write clear, developed descriptions and imaginative texts in an assured, natural style
- Can use emotional, allusive and joking language in personal correspondence
- Can write fully engrossing stories and descriptions of experiences in a style appropriate to the genre adopted
- Can produce writing orthographically free of error

Candidates' performance is assessed across two categories:

1) Task Achievement – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 27 marks.

2) Overall Linguistic Competency – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across both writing tasks). The maximum number of marks that can be achieved in this category is 28.

Overall Linguistic Competency is broken down into the following categories:

- Vocabulary range
- Vocabulary control
- Grammar range
- Grammar control
- Spelling, punctuation and legibility
- Propositional precision
- Coherence and cohesion

Content of the C2 Writing Examination

C2 Writing Examination (time allowed: 90 minutes)	
Task	Summary
Task 1: Essay or article	The task requires the Candidate to produce an essay or an article on a given topic. Guidance is provided. Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 240 words in this task. Example: • 'Advertising products to children should be banned.' Write an essay discussing this statement.
Task 2: Story / descriptive narrative or blog entry	Candidates are given a choice of two different options in this task. One of the options is to produce a short story or descriptive narrative, and the other to produce a blog entry. The Candidate must choose one option. Guidance is provided. Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 240 words in this task. Example: • Write a blog entry about a change you made in your life that changed your life for the better. • Write a story describing a situation that really made you laugh.

General Guidelines: Conducting Examinations

Centres must adhere to the Interlocutor and Invigilator instructions throughout the examination session(s).

The Speaking component at all levels must be conducted with one Candidate present.

The Reading, Writing and Listening examinations at all levels may be conducted on a one-to-one basis or with a group of Candidates in one session. If Centres wish to conduct group examinations, they must ensure that the room meets minimum requirements as listed in the published Gatehouse Awards *Regulations for Conducting Controlled Assessments*.

The timings provided for all examinations must be adhered to.

Any recordings or papers submitted to Gatehouse Awards where the Interlocutor, Invigilator or any other member of Centre staff has not followed the regulations provided may be considered a form of maladministration. Please refer to the Gatehouse Awards '*Malpractice and Maladministration Policy' for* further details.

Conducting Speaking Examinations

The Interlocutor Booklet provides full guidance for the conduct of the Speaking tasks. An audio recording (and, in the UK, a video recording for adult candidates) must be made as a record of the Candidate's performance in these tasks.

Visual Prompts for Task 3 document must only be provided to the Candidate at the appropriate point indicated in the Interlocutor Booklet.

Candidates are examined individually.

The examination times are guide times but should be adhered to as closely as possible.

Conducting Listening, Reading, and Writing Examinations

The Reading, Writing and Listening examinations at all levels consist of paper-based or online examinations. Paper based examinations must be kept securely and provided to the Candidate only at the commencement of the examination session. Instructions appear on the cover of the printed materials.

Audio recordings for the Listening tasks are provided as digital MP3 files to play to Candidates during the Listening tasks.

The examinations times must be adhered to when specified.

Where groups of Candidates are taking the paper-based Listening, Reading, or Writing assessments together, the ratio of Candidates to Invigilator must not exceed 12 to 1. This means that one Invigilator can supervise no more than 12 Candidates.

Where groups of Candidates are taking the online based Listening, Reading, or Writing assessments at the centre, the ratio of Candidates to Invigilator must not exceed 8 to 1. This means that one Invigilator can supervise no more than 8 Candidates.

Where groups of Candidates are taking the online based Listening, Reading, or Writing assessments which are invigilated remotely, the ratio of Candidates to Invigilator must not exceed 4 to 1. This means that one Invigilator can supervise no more than 4 Candidates.

Assessment and Grading Information

Speaking Examinations

In the Speaking examinations at all levels, Candidates are assessed on their skills in the areas of:

- Communicative Effectiveness (also referred to as Task Achievement)
- Overall Linguistic Competency

For Communicative Effectiveness, each task is assessed separately. Candidates are assessed on their ability to complete the given task and use spoken communication effectively and appropriately.

For Overall Linguistic Competency, the Candidate's overall performance is assessed, across the following categories:

- Vocabulary Range and Control: the Candidate's lexical repertoire and their ability to use lexical choices appropriately.
- Grammatical Range and Control: the Candidate's ability to make appropriate grammatical and syntactical choices and their ability to use grammatical and syntactical forms appropriately.
- Phonological Control and Fluency: the Candidate's ability to produce comprehensible speech at word and sentence level to fulfil the demands of the test and their ability to produce free-flowing and unhesitating speech and how easily they express themselves.
- Coherence and Cohesion: the Candidate's ability to link ideas, sentences and phrases to produce speech which is logical, coherent and cohesive.

Based on the above Overall Linguistic Competency criteria, the marker makes an assessment decision in each category.

The total number of marks available in Speaking at Entry Level 1 and 2 (A1 and A2) is 24.

The total number of marks available in Speaking at Entry Level 3 and above (B1-C2) is 21.

Listening Examinations

In the Listening examinations, Candidates are assessed on each task separately.

There are 22 questions, with one mark available for each correct answer.

The total number of marks available in the Listening examination is 22 marks.

Reading Examinations

In the Reading examinations, Candidates are assessed on each task separately.

There are 24 questions (at Entry 1 and Entry 2) or 22 questions (at Entry 3 level and above), with one mark available for each correct answer.

The total number of marks available in the Reading examination is 24 marks at Entry levels 1 and 2 and 22 marks at Entry Level 3 and above.

Writing Examinations

In the Writing examinations at all levels, Candidates are assessed on their skills in the areas of:

- Task Achievement
- Overall Linguistic Competency

For Task Achievement, each task is assessed separately. Candidates are assessed on their ability to complete the given task and use written communication effectively and appropriately.

There are a total of 12 marks available in Task Achievement at Entry Levels 1 and 2.

There are a total of 27 marks available in Task Achievement at Entry level 3 and above.

For Overall Linguistic Competency, the Candidate's overall performance is assessed, across the following categories:

- Vocabulary Range: the Candidate's lexical repertoire.
- Vocabulary Control: the Candidate's ability to use lexical choices appropriately
- Grammatical Range: the Candidate's ability to make appropriate grammatical and syntactical choices.

- Grammatical Control: the Candidate's ability to use grammatical and syntactical forms appropriately.
- Spelling, punctuation and legibility: the Candidate's ability to spell words correctly, use the expected range of punctuation appropriately and produce text which is presented legibly.
- Propositional precision: the Candidate's ability to convey information and meaning using an appropriate degree of detail and precision (at Entry level 3 and above only).
- Coherence and cohesion : the Candidate's ability to link ideas, sentences and phrases to produce writing which is logical and coherent (at Entry level 3 and above only).

Based on the above Overall Linguistic Competency criteria, the marker makes an assessment decision in each category.

The total number of marks available in Writing at Entry Levels 1 and 2 (A1 – A2) is 32.

The total number of marks available in Writing at Entry Level 3 and above (B1-C2) is 55.

Overall Assessment Decisions

Completed scripts and audio recordings are externally marked and moderated by GA's team of ESOL International Examiners and Moderators.

In order to achieve the overall qualification at the level entered for, a 'Pass' is required for each examination. This will give the Candidate a grading reflecting the level achieved.

GA Examiners apply a mark scheme to each examination. The criteria have been mapped to the level descriptors in the CEFR scales.

Successful Candidates will be awarded a 'Pass' or a 'Pass with Merit'. This grading will appear on the qualification certificate.

The third possible assessment outcome is DNF (Did Not Fulfil requirements). A DNF outcome may be awarded in a variety of scenarios where assessment staff believe that the evidence produced by the Candidate for the purpose of the assessment is not sufficient to reach a valid assessment decision.

Examples of such scenarios include, but are not limited to:

- 50% or more of an examination has not been attempted
- the quality or the handwriting is such that the marker is unable to follow the text
- the quality of the audio recording is such that the marker is unable to follow the speech
- there is clear evidence that the language produced is not the Candidate's own

- any other actions that compromise the integrity of the assessment process, including but not limited to: failure to adhere to instructions, using unauthorised materials or devices, communicating with others inappropriately.

In order to achieve a Pass

In order to achieve the qualification at any given level, Candidates must achieve the minimum score of 55% in each of the skills as well as the overall pass mark of 55% across the four examinations.

In order to achieve a Pass with Merit

In order to achieve the qualification and be awarded a Pass with Merit at any given level, Candidates must achieve the minimum score of 75% in each of the skills and the overall pass mark of 75% across the four examinations.

Unit Certification

Candidates achieving scores equal to or in excess of 55% in any single skill examination may apply for unit certification.

Hints and Tips for Candidates

Candidates should read the following advice in preparation for the examinations.

In the Speaking examination…

- try to relax and enjoy speaking in English! Practice asking and answering questions and having full conversations and discussions in English as much as you can at home.
- you can even record or video yourself practising speaking English! This is a great way to develop your pronunciation and listening skills at the same time.
- try to talk as much as you can and make sure you speak in full sentences, developing your answer when you can. Remember – one word answers don't demonstrate what you can really do.
- always listen carefully to the questions. It's fine to ask the Interlocutor to repeat themselves if you didn't quite understand the first time.
- don't learn prepared answers to any questions – even the presentation. You'll be asked questions about your presentation, but you won't know what they will be!
- try to express your opinions and own ideas - you won't lose marks by disagreeing with the Interlocutor!

In the Reading and Listening examinations…

- start by carefully reading the instructions for each task.
- if you find a question very difficult, move on to the next one and come back to it later.
- in multiple choice tasks, quickly read the questions first. This will give you an idea what the topic of the text or recording is!
- remember, all the questions only have 1 correct answer!
- if at the end of the exam you are still not sure about some answers, choose the ones that you feel fit best.
- if you really don't know the answer, have a guess – there are no minus marks for wrong answers!
- make sure your final answers are clearly marked – if the marker is not sure what answer you chose, you will not get any marks.
- try to relax – you don't have to answer every single question correctly to pass!

In the Listening examination…

- you will have some time to read the questions in each task before you hear the listening for the first time. Try to read all the questions and all the possible answers.
- you will hear the recording twice, so if you don't know all the answers the first time, you will have another chance.

- even if you think you got all your answers right the first time, listen to the recording a second time to make sure you got it right.
- you should be able to hear the recordings loud and clear. If you don't, tell the invigilator straight away!

In the Reading examination…

- start with the reading task you feel most comfortable with.
- remember, all reading questions only have 1 correct answer!
- don't answer any questions without reading the text. You might think you know the answer, but you could be wrong. Always check with the reading text!
- keep an eye on the time - try to allow 5 minutes before the end of the examination time to go back and check through your answers.

In the Writing examination…

- spend 5 minutes reading all the questions. Choose the questions you feel more comfortable answering – all the questions have the same number of marks.
- read the question carefully before you start writing. Make sure you answer the exact question in the paper to get the maximum number of marks!
- think about what you are going to write before you start and plan it in your head or on paper.
- spend about half of your time on Task 1, and the other half on Task 2.
- try to save about 5 minutes at the end to check both of your answers for spelling and grammar mistakes.
- you don't have to follow the order of tasks in the paper – you can start with the question you find easier.

Before taking the Listening, Reading and Writing Online examinations…

- complete the online sample assessments available on the GA website to become familiar with the online exam format.

Before taking the Listening, Reading and Writing paper-based examinations…

- complete printed sample papers available on the GA website to become familiar with the paper-based exam format.

Access to Assessment, Special Considerations and Reasonable Adjustments

GA examination materials are designed to be inclusive, non-discriminatory and as accessible as possible. Gatehouse Awards adhere to these principles throughout the development of all qualifications and throughout the writing of assessment and examination materials. Please note the differing definitions of Reasonable Adjustment and a Special Consideration, as outlined in the GA *Candidate Access Policy* document (available on the GA website).

GLOSSARY OF TERMS

Appeal: a request for a review of a decision.

Assessor: a member of staff at the centre employed for the purpose of making internal assessment decisions.

Centre: an institution or organisation, usually a school, college, training provider or employer which is approved by GA to deliver the training, preparation and delivery of the assessment for a qualification.

Comment - an idea, suggestion or opinion on how GA could improve its services.

Complaint - a formal expression of dissatisfaction made by a member of GA staff, Candidate, Centre Representative or a member of the public who has reason to raise a complaint regarding the service received from, or conduct of, GA as an Awarding Organisation or one of its Approved Centres.

Compliment - positive feedback about a service provided by GA.

Controlled Assessment – an internal assessment, where the assessment materials are set either internally or externally, where Candidates are usually supervised by their teachers and elements of the assessment can be taken at flexible times, and internally assessed and moderated.

Controlled Examinations: examinations which are externally set and externally marked by the awarding organisation, and are conducted in accordance with the *Regulations for Conducting Controlled Examinations*.

CRAVES – the principles of quality assurance in relation to the assessment of candidates' work, which stipulate that the work assessed must be Current, Reliable, Authentic, Valid, Evaluated and Sufficient.

Examinations Officer: a person who is employed by the Centre to be the single point of contact for the awarding organisation with regards to all aspects of the delivery and administration of examinations.

Examiner: a person who is employed by the awarding organisation and who marks the completed assessment materials or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as a Marker.

External Verifier / Moderator - a person who is employed by the awarding organisation and is responsible for assuring the quality and consistency of assessment across Centres.

GA: Gatehouse Awards Ltd.

GA appointed Examination Observer: a professional person engaged by GA to attend Centres when controlled examination session has been booked for the purposes of ensuring that the examination is delivered in line with all relevant regulations and requirements.

GA Representative: An individual or Organisation, or employee of such an organisation, contracted by GA to represent GA in specific locations outside the UK.

Head of Centre: a person who is employed by the Centre to be the single point of contact and accountability for all aspects of quality assurance with regards to the delivery of examinations.

Instructions (or rubric): an explanation given on the front cover of the question paper in order to guide the learner e.g. in terms of the number of questions to answer, the time allowed or the marks allocated for each task.

Interlocutor: a person who is employed by the Centre to administer the spoken components of any controlled examinations. This term is usually used in the context of language assessments.

Interlocutor script: script provided for the members of staff delivering spoken examination components which should be adhered to unless otherwise indicated.

Internal Verifier/ Moderator / IQA– a member of staff employed by the centre who is responsible for monitoring the work of all assessors involved with the qualification, to ensure that they are applying the assessment criteria for the competency of skills consistently throughout all assessment activities, and that the evidence presented meets the requirements of CRAVES .

Invigilator: a person who is employed by the Centre to supervise learners whilst they undertake written elements of the controlled examinations.

Learner (or Candidate): a person who is registered with the awarding organisation to undertake a qualification and to be assessed for that qualification.

Maladministration – is a sub-category of malpractice which relates directly to the administration of GA qualifications, but which has not been a deliberate act to attempt to subvert the integrity or security of the assessment process or the qualification as a whole.

Malpractice – a deliberate act by a staff member, Candidate or Centre which has, or may have, an adverse effect on the assessment process, the award of the qualification or the integrity or security of any examination or qualification made available by GA.

Marking (or assessing): an activity which is undertaken by the GA subject specialists to check the learners' answers to the test questions against the mark scheme in order to produce an overall mark or result.

Moderation: the process by which assessment decisions made by either centre's internal assessment staff, or awarding organisations' assessment staff (markers) are checked in order to ensure standardisation of results for learners.

Marker: a person who is employed by the awarding organisation and who marks the completed scripts or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as an Examiner.

Paper Based Examination: a type of examination where the Candidates are present at the approved Centre and use paper based versions of the assessment materials.

Online Examination: a type of examination which is taken by the Candidates using a computer or another form of electronic device as stipulated in the regulations. An online examination can take place at an approved Centre, or it can be delivered remotely, meaning that the members of staff acting as Interlocutors and Invigilators connect with the Candidate(s) using video conferencing software.

Overseas Centre: An approved GA Centre, located outside of the United Kingdom.

Reasonable adjustment: arrangements made prior to assessment which help to reduce the effect of a disability or difficulty that may place the Candidate at a significant disadvantage during the assessment process.

Scripts: the question papers completed by the learners. These may be referred to as completed tests, completed question papers or completed assessment or examination materials.

Special consideration – a consideration applied during or after an examination when unforeseen circumstances may prevent the Candidate from attending or completing their examination, such as temporary illness, bereavement or disruption to examination.

Tasks: these form the parts of the tests and are the sections of the question papers which are answered by the learner.

Tests: the question papers which are provided by the awarding organisation to the Centre for the learners to undertake. These may also be referred to as unit tests, examinations or assessment or examination materials.

Tutor (or teacher, trainer, teaching staff): a person(s) who is (are) employed by the Centre to teach the learners in preparation for the tests.

UK Centre: An approved GA Centre, based in the United Kingdom (England, Northern Ireland, Scotland and Wales).

Document Specification:					
Purpose:	To detail the specifications of the Entry Level 1 to Level 3 ESOL International qualifications offered by Gatehouse Awards				
Accountability:	GA Governance Committee		Responsibility:	GA Assessment Manager	
Version:	5	Effective From:	February 2027	Indicative Review Date:	February 2032
Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	*GA Regulations for Conducting Controlled Examinations* *GA Centre Handbook* *GA Candidate Access Policy* *GA Malpractice & Maladministration Policy* *GA Quality Assurance Policy* *GA Maintaining Confidentiality of Assessment Materials Policy*		