

# Guide to Pearson English International Certificate

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## **PTE General**

### **Level A1 Foundation**

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## Ofqual Regulation

Pearson English International Certificate (PTE General) tests are regulated as 'ESOL International' qualifications by the regulators of external qualifications in England, Wales and Northern Ireland (Ofqual, the Welsh Assembly Government and CEA respectively).

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognized qualification in English that is available and recognized world-wide and, at the highest level (NQF level 3 / CEF C2), 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 of Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the National 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).

In the process of regulation, the six levels of Pearson English International Certificate have been allocated to levels of the National Qualifications Framework. International Certificate tests are regulated under the following titles in the UK:

Pearson English International Certificate/PTE General level	Regulated Title	Regulation number
Pearson English International Certificate (PTE General) A1	Pearson Edexcel Entry Level Certificate in ESOL International (Entry 1) (CEF A1) (English International Certificate)	500/1903/X
Pearson English International Certificate (PTE General) Level 1	Pearson Edexcel Entry Level Certificate in ESOL International (Entry 2) (CEF A2) (English International Certificate)	500/1962/4
Pearson English International Certificate (PTE General) Level 2	Pearson Edexcel Entry Level Certificate in ESOL International (Entry 3) (CEF B1) (English International Certificate)	500/1961/2
Pearson English International Certificate (PTE General) Level 3	Pearson Edexcel Level 1 Certificate in ESOL International (CEF B2) (English International Certificate)	500/1926/0
Pearson English International Certificate (PTE General) Level 4	Pearson Edexcel Level 2 Certificate in ESOL International (CEF C1) (English International Certificate)	500/1964/8
Pearson English International Certificate PTE General Level 5	Pearson Edexcel Level 3 Certificate in ESOL International (CEF C2) (English International Certificate)	500/1963/6

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# Introduction to the guide

## Who is it for?

The Guide to Pearson Test of English General is designed for anyone preparing students for the test or who wants to learn more about it.

## What is in the guide?

This guide contains four key parts:

An **introduction** to Pearson English International Certificate including what it is, how it has been developed, who takes it and the skills tested. Key features of the test are outlined, including realistic themes, authentic sources and integrated skills. Information about test delivery and test results is also given.

The **second and third part** provide an overview of the structure and the format of the written and the spoken tests.

The **fourth part** of the guide explains each section within the written and spoken tests at Level A1. This includes a description of the item types, skills assessed, tasks, objectives, timings and stimulus information. In addition, details about scoring and the marking criteria are presented.

## Common European Framework of Reference for Languages

The six levels of Pearson English International Certificate have been designed to be aligned to the Common European Framework of Reference for Languages (CEF), a widely recognized benchmark for language ability. The CEF includes a set of language levels defined by descriptors of language competencies. The alignment process as described in the manual (Council of Europe, 2009) distinguishes a number of activities (specification, familiarization, standardization training/benchmarking, standard setting and validation). Although Pearson has gone through these activities, continual validation work is carried out using the most recent administrations of the test. The framework was developed by the Council of Europe (2001) to enable language learners, teachers, universities and potential employers to compare and relate language qualifications gained in different educational contexts. The CEF describes language proficiency in listening, reading, speaking and writing on a six-level scale, grouped into three bands: A1–A2 (Basic User), B1–B2 (Independent User), C1–C2 (Proficient User).

# 1. Introduction to Pearson English International Certificate (PTE General)

## What is Pearson English International Certificate?

Pearson English International Certificate is an assessment solution at different levels (A1, 1, 2, 3, 4 and 5) designed to assess and accredit general English language proficiency. These tests are provided in partnership with Edexcel Limited, the largest UK awarding body for academic and vocational qualifications. Edexcel Limited is the official awarding body for Pearson English International Certificate.

The tests are recognised globally and are accepted by universities, employers and national education authorities in many countries as evidence of a required standard of English

## Development of Pearson English International Certificate

Pearson English International Certificate is the revised suite of tests formerly known as the London Tests of English. The changes to the tests were based on extensive consultation with test centres, teachers and test takers in several countries. The revision process was monitored at every stage by an independent Technical Advisory Group (TAG) made up of some of the world's leading language testing experts.

During the revision process, the descriptors within the Common European Framework of Reference for Languages (CEF) (Council of Europe, 2001) were used to guide the writing of the specification for each item type in the test and to describe the required performance of test takers at each CEF level (A1, A2, B1, B2, C1 and C2). In relating the test scores to the CEF, Pearson follows the procedures as recommended in the Council of Europe manual Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), available at [http://www.coe.int/T/DG4/Linguistic/Manuel1\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/Manuel1_EN.asp).

## Who takes Pearson English International Certificate?

Pearson English International Certificate is intended for learners of English who are speakers of other languages (ESOL). At the different levels the test items do not require any prior knowledge of the world beyond what people may need at a comparable level in their own language to function in their social, academic or professional life. Children younger than 14 may prefer to sit tests from the suite of Pearson English International Certificate Young Learners, information for which is available at [quals.pearson.com/international-certificate-yl](https://quals.pearson.com/international-certificate-yl)

## What skills are tested?

Pearson English International Certificate assesses the four skills: listening, reading, speaking and writing. Test takers are required to successfully complete real-life tasks, such as writing messages, understanding talks and presentations, understanding newspaper articles or participating in conversations. The skills are tested at the six levels matched to the descriptors in the Common European Framework of Reference for Languages, A1 to C2 (see part 3 Scoring, Common European Framework of Reference for Languages).

## Key features

### Realistic themes, authentic sources and tasks

The item types in each Pearson English International Certificate test are grouped together around topics referred to as themes. These are used in item types across language skills, for example listening and reading or reading and writing. Themes in levels A1-2 tend to relate to familiar and routine matters, such as home and shopping. At levels 3-5 they can be more abstract, such as global issues like pollution and conservation. The written component of the test contains three themes and the spoken part two. Sections 7 and 8 in the written part are thematically linked. Sections 12 and 13 in the spoken part are related by theme.

Most of the texts used to assess reading and listening, particularly at levels 3-5, are authentic. They are sourced, for example, from books, magazines, newspapers, websites, radio broadcasts, recorded messages and podcasts. Hence Pearson English International Certificate is a measure of real, practical English.

Test takers are asked to listen once to the recordings in Section 1 of the test. In sections 2 and 3 candidates listen twice.

### Integrated skills

Pearson English International Certificate incorporates integrated skills. This is important because when communicating in English, students are often required to combine several language skills to perform a task, for example listening to information and writing about what is heard.

### Test delivery

There are 7 test sessions scheduled per year. Pearson English International Certificate consists of a written paper-based test and a spoken test, which are delivered through several registered centres in over 30 territories globally. Registered test centres delivering Pearson English International Certificate are typically schools, language schools and colleges. Each prospective centre is required to provide evidence to ensure that the tests will be conducted according to the regulations as part of registering to become a test centre. In some territories there are locally based agents or representatives. Information about test session dates, test centre locations, registering to take Pearson English International Certificate or registering to become a test centre is available at [quals.pearson.com/international-certificate](https://quals.pearson.com/international-certificate)

### Test results

Test results are made available five to eight weeks after the date that the test was taken. Test centres can view results of test takers they have registered via Edexcel Online, our secure online results service. This service is made available to most test centres upon approval to deliver Pearson English International Certificate. Alternatively, results can be delivered by secure post if required.

About one week after receipt of results, certificates are sent from the UK.

## 2. Test structure

Pearson English International Certificate consists of a **written** and a **spoken** test. The written test is scored out of 75 points and the spoken test out of 25 points at all levels.

The **written** test is made up of nine sections at all levels and assesses listening, reading and writing.

### Written test (all levels)

Section	Skills	Scoring
1	Listening	10
2	Listening and writing	10 (5 listening 5 writing)
3	Listening	10
4	Reading	5
5	Reading	5
6	Reading	8
7	Reading	7
8	Writing	10
9	Writing	10
	Total	75

Figure 1: distribution of sections and score points: written test

The **spoken** test consists of two sections at levels A1 and 1, and three sections at levels 2–5. It assesses speaking.

Spoken test (A1, 1)		Spoken test (2, 3, 4, 5)	
Section	Skills	Section	
10	Not Tested	10	Discussion
11	Describe Picture	11	Describe Picture
12	Role Play	12	Role Play
Total:	25 points	Total:	25 points

Figure 2: distribution of sections and score points: spoken test

## 4. Test Format

### Overview

The overall timing for the written test at **Level A1** is **1 hour and 15 minutes**. The information in Figure 4 indicates for sections of the written test at A1: the skills assessed, item types, objectives and the maximum number of score points awarded. The Pearson English International Certificate written test is scored out of 75 and the spoken test out of 25.

The overall timing for the spoken test at **Level A1** is **3.5 minutes**. The information in Figure 5 indicates for sections of the spoken test at Level A1: the skills assessed, item types, objectives, timing and the maximum number of score points awarded.

### Written test

Section	Skills	Score points	Item types	Objectives
1	Listening	10	3-option graphical multiple choice	Assess ability to understand the gist of short, spoken utterances.
2	Listening and writing	10	Dictation	Assess ability to understand a short utterance by transcribing a spoken text.
3	Listening	10	Text, note completion	Assess ability to extract specific information from spoken texts.
4	Reading	5	Gap fill 3-option multiple choice	Assess ability to understand the purpose, structure and main idea of short written texts.
5	Reading	5	3-option graphical multiple choice	Assess ability to understand the main detail in short written texts.
6	Reading	8	Open-ended question	Assess ability to understand the main points of short written texts.
7	Reading	7	Text, note completion	Assess ability to extract specific information from a written text.
8	Writing	10	Write correspondence	Assess ability to write a short piece of correspondence (30-50 words).
9	Writing	10	Write text	Assess ability to write a short text based on a picture (50-80 words).
Total: 75 points				

Figure 4. Level A1 (Foundation) written test

### Spoken test

Section	Skills	Timing	Item types	Objectives
10	Not tested at this level		Not tested at this level	
11	Speaking	2 min	Describe a picture	To assess ability to speak about a picture
12	Speaking	1.5 min	Role play	To assess ability to perform and respond to basic language functions appropriately
Total		3.5 min	Total: 25 points distributed across the marking criteria	

Figure 5. Level A1 (Foundation) spoken test

## 5. Description of item types: Written test

This part of the guide presents a description of the item type within each section of the written test. This includes what it tests, what test takers have to do, the item type objective, stimulus information and details on scoring.

### Section 1: Listening

#### 3-option graphical multiple choice

Section 1 comprises a *3-option graphical multiple-choice* item type. It assesses listening skills. It tests ability to understand the gist of short-spoken utterances.

**SECTION 1**

You will have ten seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have ten seconds to choose the correct option. Put a cross in the box next to the correct answer, as in the example.

**Example: Where are the bananas?**

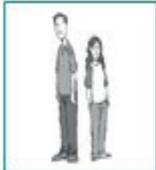
  A

  B

  C

**1. Which is the correct picture?**

  A

  B

  C

**2. Where are the speakers?**

  A

  B

  C

**3. What time does the football start on TV?**

  A

  B

  C

**4. What will the young man buy?**

  A

  B

  C

#### Task

Test takers listen once to ten short recordings and answer a single question for each by choosing which of three pictures matches what is heard. There are ten questions to answer; one per recording.

## Objective, stimulus

Objective	Stimulus
<p>Assess ability to understand the gist of short, spoken utterances by:</p> <ul style="list-style-type: none"><li>-identifying the situation (e.g., store, restaurant, etc.)</li><li>-identifying a speaker's role (e.g., movie box office attendant)</li><li>-following an instruction (e.g., giving directions)</li><li>-understanding spatial relations (e.g., the position of an object in a room)</li><li>-understanding a description (e.g., girl with long dark hair)</li></ul>	<p>Short recordings, one speaker including the following:</p> <ul style="list-style-type: none"><li>-transactional utterances, e.g., buying</li><li>-social utterances, e.g., greeting</li><li>-public announcements, e.g., train times</li></ul> <p>Including the following language functions:</p> <ul style="list-style-type: none"><li>-single instruction</li><li>-request for goods or services</li><li>-request for action</li><li>-request for information</li><li>-factual information description</li></ul>

### Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of ten score points can be achieved in this section of the test.

## Section 2: Listening and writing

### Dictation

Section 2 comprises a Dictation item type. It assesses **listening** and **writing** skills. It tests ability to understand a short utterance by transcribing a spoken text.

#### SECTION 2



You will hear a recording about a restaurant. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

### Task

Test takers listen to one person speaking and write exactly what is heard with correct spellings. The extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard. There is one dictation to complete and one recording.

### Objective, stimulus

Objective	Stimulus
Assess ability to understand a short utterance by transcribing a spoken text.	Instructions, news bulletins, announcements, broadcast features and factual information.

### Scores

This item type has a weighting of ten score points. A maximum of five points for listening and five for writing can be achieved in this section of the test.

## Section 3: Listening

### Text, note completion

Section 3 comprises a Text, note completion item type. It assesses listening skills. It tests ability to extract specific information from spoken texts.

#### SECTION 3 (PART A)



You will hear a short recorded message. First, read the notes below then listen and complete the notes with information from the short recorded message. You will hear the recording twice.

Example: Milo wants to buy a *painting*

12. He visited the shop on: \_\_\_\_\_
13. Painting was next to: \_\_\_\_\_
14. Painting price: \_\_\_\_\_
15. Painting of a: \_\_\_\_\_
16. Milo's phone number: \_\_\_\_\_

#### SECTION 3 (PART B)



You will hear a phone conversation. First, read the notes below then listen and complete the notes with information from the conversation. You will hear the recording twice.

Example: Isla will have a *birthday party*

17. Party at: \_\_\_\_\_
18. Friends will come from: \_\_\_\_\_
19. Time: Sunday at: \_\_\_\_\_
20. Free meal and: \_\_\_\_\_
21. Car park on: \_\_\_\_\_

### Task

Test takers listen twice to two monologues and complete a text or notes for each using the information heard. There are ten gaps to complete; five per recording.

### Objective, stimulus

Objective	Stimulus
Assess ability to extract specific information from spoken texts.	One speaker giving information which requires accurate listening and transcription (e.g. addresses, telephone numbers and names).

### Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of ten score points can be achieved in this section of

## Section 4: Reading

### Gap fill 3-option multiple choice

Section 4 comprises a Gap fill 3-option multiple choice item type. It assesses reading skills. It tests ability to understand the purpose, structure and main idea of short written texts.

#### SECTION 4

Read each text and put a cross  by the missing word or phrase, as in the example.

Example: Welcome to Kingsford Hospital \_\_\_\_\_ & Emergency.

- A Accident  
 B Restaurant C  
 C Ticket

22. Make yourself more comfortable. Wear these \_\_\_\_\_ inside your boots.

- A belts  
 B gloves  
 C socks

23. Do you like football? You can \_\_\_\_\_ the school football team, this Thursday at 7pm. Everybody is welcome!

- A join  
 B become  
 C attach

24. Your children must wear \_\_\_\_\_ clothing, e.g. coats, jumpers. We will play outside even if the weather is cold.

- A cool  
 B warm  
 C modern

### Task

Test takers read five short texts, each containing a gap, and choose which of three answer options is the missing word or phrase. There are five gaps to complete; one per text.

### Objective, stimulus

Objective	Stimulus
Assess ability to understand the purpose, structure and main idea of short written texts	Text types include labels, instructions, signs, notices, menus, advertisements and announcements

### Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of five score points can be achieved in this section of the test.

## Section 5: Reading

### 3-option graphical multiple choice

Section 5 comprises a 3-option graphical multiple choice item type. It assesses reading skills. It tests ability to understand the main detail in short written texts.

#### SECTION 5

For each question, put a cross  in the box below the correct picture, as in the example.

**Example:** Hi Samina, I left my phone at home. Could you look for it for me? It is next to the TV. On the small square table. Let me know when you find it.

Where is the phone?



A



B



C

#### 22. International Students Welcome Day

Please arrive at 9:30. Tea and coffee will be available. First, there is a talk from the university's president. After a great lunch, there will be sports activities for everyone. Then in the evening we are going to a night club!

What will international students do in the afternoon?



A



B



C

23. Hi Tom, I am sorry but I cannot come to football! I am busy on Saturday. We are going to paint my daughter's bedroom. We are going to do it with lots of stars. Have a great weekend! Walter.

Where will Walter be at the weekend?



A



B



C

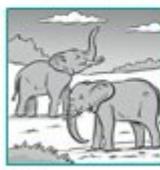
#### 24. In this week's WILD magazine...

A photograph competition on pages 2-6. You can choose which one wins a prize!

On pages 7&8: an amazing story about the world's largest elephants in Angola, Africa.

You can read about the best zoos on pages 9-12. Then, pages 13-20, information about animal clubs.

What can readers vote on?



A



B



C

### Task

Test takers read five short texts and for each one select, from a choice of three answer options, the picture which matches the content of the text. There are five pictures to choose; one per text.

### Objective, stimulus

Objective	Stimulus
To assess ability to understand the main detail in short written texts	Texts giving descriptions or directions, relating to pictures, maps or diagrams

### Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of five score points can be achieved in this section of the test.

## Section 6: Reading

### Open-ended question

Section 6 comprises an Open-ended question item type. It assesses reading skills. It tests ability to understand the main points of short written texts.

#### SECTION 6

Read the email below and answer the questions.

From: David Jones <d.jones@email.com>  
To: Thomas Michaelson <t.m.36@home1ne.com>  
Subject: Next week's party  
Sent: 11.00, 12 August 2019

Hi Tom,

How are you? Are you coming to next week's party at the restaurant? I must make the reservation this week, so I need to know how many people will come. Afterwards, we will probably go to see a film or something. I think you will need between £20 and £30 for the whole evening.

Example: Who sent the email? *David Jones*

Read the notice below and answer the questions.

#### Opening soon...

Touchstone Shopping Centre, the newest place for shopping in Sutton. Eat at one of seven fantastic restaurants, where you will find hundreds of different dishes. Open from Tuesday to Sunday, 9am to 8pm, there is so much to see and do. We have a toy shop, where you can buy gifts for children, clothing stores for adults, and much more. Watch movies at our cinema, play games at the game centre, relax and have fun.

Example: Where is Touchstone Shopping Centre? *Sutton*

### Task

Test takers read two texts and answer eight questions about them using single words or short answers. There are eight questions to respond to; four per text.

### Objective, stimulus

Objective	Stimulus
To assess ability to understand the main points of short written texts	Text types include letters, emails, newspapers, articles, magazine articles, brochures or websites.

### Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of eight score points can be achieved in this section of the test.

## Section 7: Reading

### Text, note completion

Section 7 comprises a Text, note completion item type. It assesses reading skills. It tests ability to extract specific information from a written text.

#### SECTION 7

Read the passage and complete the notes. Write no more than three words from the passage in each gap.

Steffi Graf is one of the most successful tennis players of all time. Although she now lives in America, she was born in Germany, where her father was a car salesman. He introduced her to tennis on TV when she was only three years old and one year later she began playing tennis at a local park. She was only seventeen when she won her first international tennis competition, the French Open, in 1987. The next year she won all four of the most important tennis competitions: the Australian Open, French Open, Wimbledon and the US Open. During her career, she won 22 major competitions in total and she was very well-known around the world. Many people saw her on TV wearing clothing by Adidas or selling other products. In 1999 she finished playing, and then in 2001 she got married to Andre Agassi, another successful tennis player.

Example: What sport did Steffi Graf play? *Tennis*

40. In what country was she born? .....
41. What did her father sell? .....
42. How old was she when she began playing tennis? .....
43. What did she win for a second time in 1988? .....
44. Which sportswear company did she work for? .....
45. Which year did her tennis career end? .....
46. Who is her husband? .....

### Task

Test takers read a text and use information from it to fill seven gaps in a second incomplete text or notes. There are seven gaps to complete, one source text and a second incomplete text or notes.

### Objective, stimulus

Objective	Stimulus
Assess ability to extract specific information from a written text.	Text types include letters, emails, advertisements, newspaper articles, magazine articles, websites or textbooks

### Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of seven score points can be achieved in this section of the test.

## Section 8: Writing

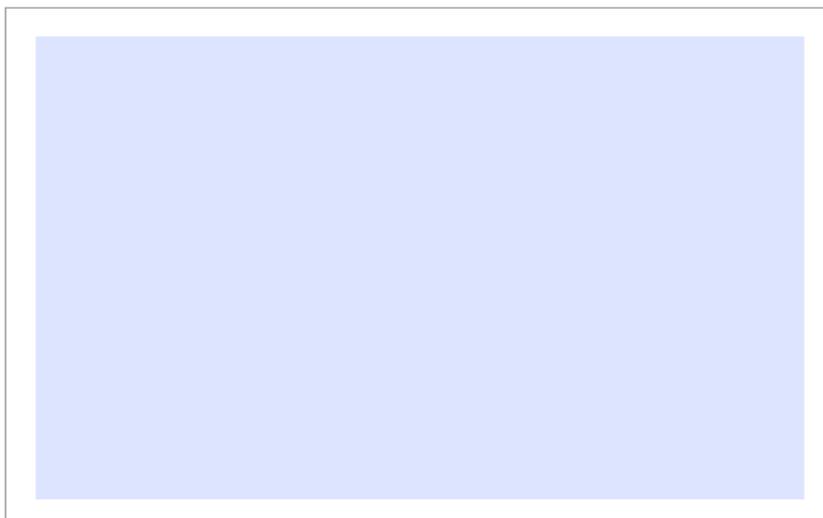
### Write correspondence

Section 8 comprises a Write correspondence item type. It assesses writing skills. It tests ability to write a short piece of correspondence.

#### SECTION 8

Use the information in **Section 7** to help you write your answer.  
**Use your own words.**

47. You have read the email from Martin to Caroline. Now write an email reply from Caroline to Martin. **Write 30–50 words** and include the following information:
- Tell him that you understand his information.
  - Tell him what time you will arrive in Manchester
  - Tell him what things you want to see/do in Barcelona



### Task

Test takers write a short email, letter, postcard, note or blog entry based on information given in Section 7. There is one text to write (30–50 words). There is a 'tolerated' word limit of 24-55 words for Section 8. If the response is below or over this, test takers may lose points in the section.

### Objective, stimulus

Objective	Stimulus
To assess ability to write a short piece of correspondence	Instructions which include the purpose of the text, the intended content of the message and the recipient

## Scores

This item type has a weighting of ten score points.

Written responses (sections 8 and 9) are scored according to **how well** test takers perform against the following criteria:

<b>Range</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations
<b>Accuracy</b>	Shows only limited control of a few simple grammatical and lexical structures and sentence patterns in a memorized repertoire
<b>Coherence and cohesion</b>	Can link words or groups of words with basic linear connectors like 'and' or 'then'
<b>Orthographic control</b>	Can copy familiar words and short phrases, e.g., simple signs or instructions, names of everyday objects, names and set phrases used regularly. Can spell his/her address, nationality and other personal Details

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

<b>Written interaction</b>	Can ask for or pass on personal details in written form
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## Section 9: Writing

### Write text

Section 9 comprises a Write text item type. It assesses writing skills. It tests ability to write a short text based on a picture.

#### SECTION 9

48. Choose **one** of the topics below and write your answer **in 50–80 words**.

Either: A – Describe the picture.

Or: B – Write a short story about the picture.



A



B

Put a cross  in the box next to the task you have chosen.

Write your answer here. Do not write outside of the box.

### Task

Test takers write a short text based on a visual image. They choose one of two pictures. The form of the response may be a diary entry, short story or description. There is one text to write (50–80 words). There is a ‘tolerated’ word limit of 30–88 words for Section 9. If the response is below or over this, test takers may lose points in the section.

### Objective, stimulus

Objective	Stimulus
To assess ability to write a short text based on a picture	Instructions to write a short text based on a visual image

## Scores

This item type has a weighting of ten score points.

Written responses (sections 8 and 9) are scored according to **how well** test takers perform against the following criteria:

<b>Range</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations
<b>Accuracy</b>	Shows only limited control of a few simple grammatical and lexical structures and sentence patterns in a memorized repertoire
<b>Coherence and cohesion</b>	Can link words or groups of words with basic linear connectors like 'and' or 'then'
<b>Orthographic control</b>	Can copy familiar words and short phrases, e.g., simple signs or instructions, names of everyday objects, names and set phrases used regularly. Can spell his/her address, nationality and other personal details

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

<b>Written interaction</b>	Can ask for or pass on personal details in written form
----------------------------	---------------------------------------------------------

## Summary: Written test item type information

Section	Item types	Objectives	Tasks	Stimulus
1: Listening	3-option graphical multiple choice	Assess ability to understand the gist of short, spoken utterances.	Listen once to ten short recordings and answer a single question for each by choosing which of three pictures matches what is heard. Ten questions	Short recordings, one speaker Including the following: -transactional utterances, e.g., buying -social utterances, e.g., greeting -public announcements, e.g., train times Including the following language functions: -single instruction -request for goods or services -request for action -request for information -factual information -description
2: Listening and writing	Dictation	Assess ability to understand a short utterance by transcribing a spoken text.	Listen to one person speaking and write exactly what is heard with correct spellings. The extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard. One dictation	Instructions, news bulletins, announcements, broadcast features and factual information
3: Listening	Text, note completion	Assess ability to extract specific information from spoken texts.	Listen twice to two monologues and complete a text or notes for each using the information heard. Ten gaps	One speaker giving information which requires accurate listening and transcription (e.g., addresses, telephone numbers and names)
4: Reading	Gap fill 3-option multiple choice	Assess ability to understand the purpose, structure and main idea of short written texts.	Read five short texts, each containing a gap, and choose which of three answer options is the missing word or phrase. Five gaps	Text types include labels, instructions, signs, notices, menus, advertisements and announcements
5: Reading	3-option graphical multiple choice	Assess ability to understand the main detail in short written texts.	Read five short texts and for each one select, from a choice of three answer options, the picture which matches the content of the text. Five pictures	Texts giving descriptions or directions, relating to pictures, maps or diagrams
6: Reading	Open-ended question	Assess ability to understand the main points of short written texts.	Read two texts and answer eight questions about them using single words or short answers. Eight questions	Text types include letters, emails, newspaper articles, magazine articles, leaflets, brochures or websites
7: Reading	Text, note completion	Assess ability to extract specific information from a written text.	Read a text and use information from it to fill seven gaps in a second incomplete text or notes. Seven gaps	Text types include letters, emails, advertisements, newspaper articles, magazine articles, websites or textbooks
8: Writing	Write correspondence	Assess ability to write a short piece of correspondence (30-50 words).	Write a short email, letter, postcard, note or blog entry based on information given in Section 7. One text (30-50 words)	Instructions which include the purpose of the text, the intended content of the message and the recipient
9: Writing	Write text	Assess ability to write a short text based on a picture (50-80 words).	Write a short text based on a visual image. The test taker chooses one of two pictures. The form of the response may be a diary entry, short story or description. One text (50-80 words)	Instructions to write a short text based on a visual image

## 6. Description of item types: Spoken test

This part of the guide presents a description of the item type within each section of the spoken test. This includes what it tests, what test takers have to do, timing, the item type objective, stimulus information and details on scoring.

### Section 10: Speaking

#### Discussion

Not tested at this level

### Section 11: Speaking

#### Describe picture

Section 11 comprises a Describe picture item type. It assesses speaking skills. It tests ability to speak about a picture.

Now, here is a picture of a clothes shop. Please tell me what you can see and what is happening.

*[Hand the picture to the test taker]*



Alright? Begin now please.

*[Allow the test taker to speak for about one minute.]*

*[If necessary, use the following prompts to sustain the discourse, pointing to the relevant part of the picture.]*

- What does the shop sell?
- What is the young boy looking at?
- What is he wearing?
- Who is he with?
- What is the shop worker doing?

*[Retrieve the picture]*

#### Task

Test takers describe a picture in response to questions posed by the interlocutor. This section of the test is **2 minutes**.

## Objective, stimulus

Objective	Stimulus
To assess ability to speak about a picture	A picture depicting a scene which is designed to elicit descriptions of: -people -interiors (e.g., home, school, stores, restaurants) -public places (e.g., streets, parks) -everyday activities

## Section 12: Speaking

### Role play

Section 12 comprises a Role play item type. It assesses speaking skills. It tests ability to perform and respond to basic language functions appropriately.

Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.

*[Hand the card to the test taker. Allow up to 15 seconds to study the card.]*

#### Test taker's card

You want to buy a new shirt.

The examiner is the shop assistant.

- Tell the assistant you want to buy a shirt
- Say which colour you want
- Ask for a different size.
- Ask how much it costs
- Give the money
- Thank the assistant and say goodbye

#### Interlocutor's script

We are in a clothes shop. I am a shop assistant and you are a customer.

Alright? I'll start.

Good morning. How can I help you?

#### Suggested prompts

- Okay, just a minute. Here is the shirt
- Oh, okay. Here is a smaller/bigger one
- It's 15 pounds
- Thanks, see you again

*[Retrieve the card]*

## Task

Test takers take part in a role play with the interlocutor using a role card with information and instructions. This section of the test is **1.5 minutes**.

## Objective, stimulus

Objective	Stimulus
To assess ability to perform and respond to basic language functions appropriately Including the following language functions: -greeting and leave-taking -asking for things -asking for information -giving information -responding to requests -offering -responding to offers -thanking	The interlocutor gives the test taker up to 15 seconds to read a role card with: -an explanation of the situation and the roles -4–5 instructions involving at least two different functions -visual support where appropriate Including the following situations: -basic social encounters and gatherings -shopping -ordering food and drink -public transportation -about town

## Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the two speaking sections against the following criteria:

<b>Fluency</b>	Can manage very short isolated, mainly pre-packaged utterances with much pausing to search for expressions, to articulate less familiar words and to repair communication
<b>Interaction</b>	Can ask and answer questions about personal details Can interact in a simple way, but communication is totally dependent on repetition and rephrasing by the interlocutor as well as repair by the test taker
<b>Range</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations
<b>Accuracy</b>	Shows only limited control of a few simple grammatical and lexical structures and sentence patterns in a memorized repertoire
<b>Phonological control</b>	Pronunciation is of a very limited repertoire of learnt words and phrases

## Summary: Spoken test item type information

Section	Item types	Objectives	Tasks	Stimulus
Section 10: Speaking			Not tested at this level	
Section 11: Speaking	Describe picture	To assess ability to speak about a picture	(2 minutes) Describe a picture in response to questions posed by the interlocutor	A picture depicting a scene which is designed to elicit descriptions of: -people -interiors (e.g., home, school, stores, restaurants) -public places (e.g., streets, parks) -everyday activities
Section 12: Speaking Role play		To assess ability to perform and respond to basic language functions appropriately  Including the following language functions: -greeting and leave-taking -asking for things -asking for information -giving information -responding to requests -offering -responding to offers -thanking	(1.5 minutes) Take part in a role play with the interlocutor using a role card with information and instructions	The Interlocutor gives the test taker up to 15 seconds to read a role card with: -an explanation of the situation and the roles -4-5 instructions involving at least two different functions -visual support where appropriate Including the following situations: -basic social encounters and gatherings -shopping -ordering food and drink -public transportation -about town

## 7. Results, reports and certificates

### Results

Candidate results can be accessed via the [Edexcel Online \(EOL\) system](#). Please check the [exam timetable](#) for the date these results will be available. Candidates' "Statements of Provisional Results" will be sent out via courier on the date listed in the test timetable. The statement of results is divided into two, length-ways, with a perforated seam down the middle. Separate the copies and issue one to the candidate and keep the other for your records. Although results are dispatched on fixed dates, Pearson is unable to guarantee the dates on which they will be received; delays may occur in transit.

Please note: Statements of results are provisional and in certain circumstances may not reflect the grade awarded on candidates' certificates.

Pearson takes the responsibility for issuing accurate results very seriously. We have quality assurance checks at every point in the exam cycle, from recruiting examiners to setting grade boundaries. We know however that there may be times when a candidate wants reassurance about a grade. In these circumstances, you may refer to our post-results services.

For International Certificate, there are two services available:

1. Review of Marking - A review of marking is a check that our examiners have marked externally assessed components correctly. It can be requested via Edexcel Online (EOL), it costs £39.50 per paper and the outcome will be available within 20 days of the date the application was submitted. This is referred to on EOL as EAR2.
2. Appeal - An appeal is a check that our awarding body has followed procedures accurately, fairly, and consistently to regulatory requirements. The maximum amount that we will charge is £120 per examination component for the initial appeal investigation, and £150 for any subsequent appeal hearing.

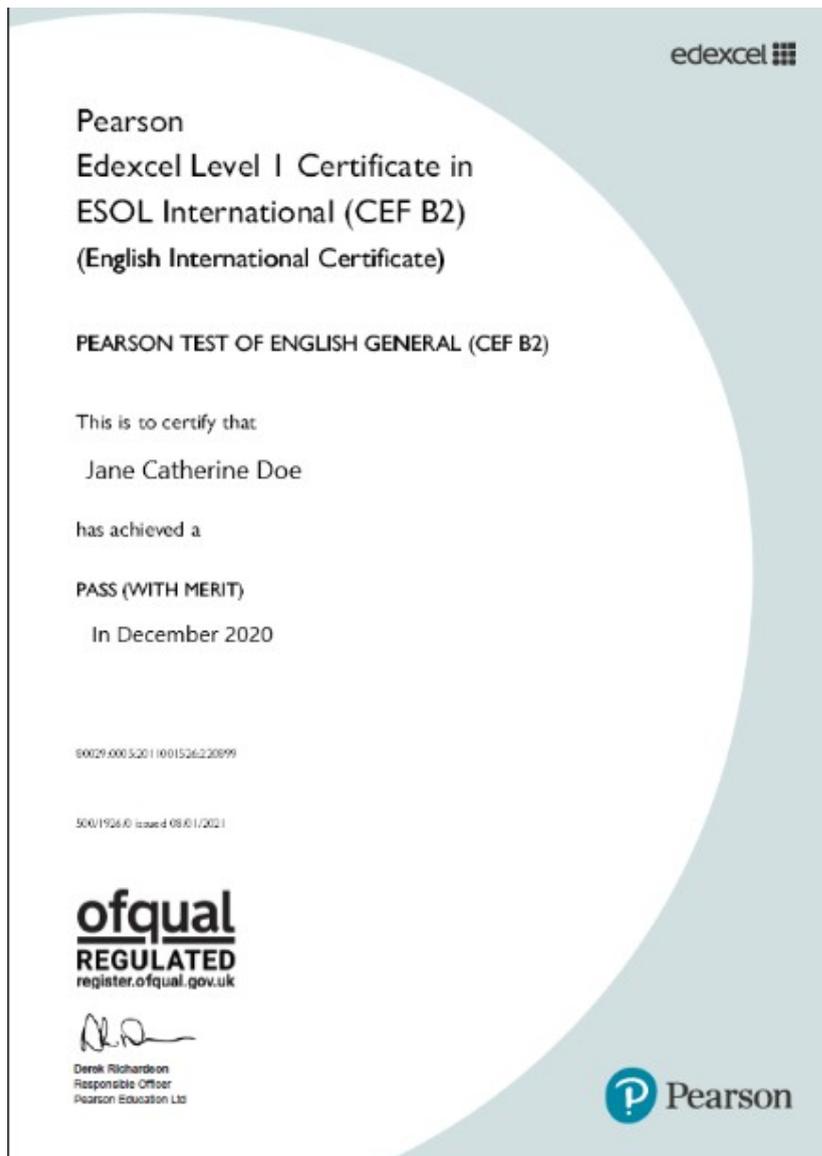
To learn more about post-results services, please visit our [website](#). For any queries, please contact our customer service team at [pqs.internationaleo@pearson.com](mailto:pqs.internationaleo@pearson.com).

### Candidate Performance Reports

Candidates' "Performance Reports" will be distributed to centres via email following the dispatch of the results documents. They should be printed in A4 format and distributed to the candidates by the centres.

## Certificates

Two to three weeks after receipt of provisional results, test certificates are issued and sent via courier to the test centre on the [date listed in the test timetable](#). If any test taker details are incorrect, you will need to make candidate amendments on [EOL](#). Click [here](#) to see step-by-step video guides that explain the process. Although certificates are dispatched on fixed dates, Pearson is unable to guarantee the dates on which they will be received; delays may occur in transit.



## 8 Contact us

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For all administration enquiries relating to the conduct of International Certificate please contact our customer service team. Please contact our customer service team at [pgs.internationaleo@pearson.com](mailto:pgs.internationaleo@pearson.com).

