Guide to Pearson Test of English
Young Learners

Quickmarch (Level 3)

July 2018
Version 3
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Appendix A: Language Content
Appendix B: Vocabulary List
In addition to the skills required at Firstwords and Springboard, test takers demonstrate that they can:

- read texts with understanding, and understand the gist and key information in familiar listening contexts;
- talk about their own lives in terms of habits, likes, dislikes, future plans and past events;
- write a simple text about their own life or a familiar environment to a standard that can be readily understood.

**Introduction to the guide**

**Who is it for?**
The Guide to Pearson Test of English Young Learners is designed for anyone who is preparing students for the test or wants to learn more about it.

**What is in the guide?**
This guide contains five key parts:

The first part, an Introduction to Pearson Test of English Young Learners, includes an overview of the test, the targeted test takers and the skills tested. Key features of the test, such as realistic situations, fun and motivating tasks, and integration of skills, are outlined. Information about test delivery and test results is also given.

The second part provides an outline of the preparation resources that will be made available to instructors and test takers.

The third part includes general information about scoring within the test.

In the fourth part, an overview of the formats of the spoken and written tests is provided.

The final part of the guide gives a detailed explanation of each task within the written and spoken parts at Quickmarch Level. This includes a description of each task type, the skills assessed, what test takers have to do, the objectives and timings. In addition, details about scoring and the marking criteria are presented.
1. Introduction to Pearson Test of English Young Learners

Overview

What is Pearson Test of English Young Learners?
Pearson Test of English Young Learners (PTE Young Learners) is an assessment solution at four different levels of English language proficiency: Firstwords (Level 1), Springboard (Level 2), Quickmarch (Level 3) and Breakthrough (Level 4). These tests are designed to be interesting and enjoyable for children. They also aim to make their first experiences of learning English very memorable and motivating.

The tests are provided by Edexcel Limited, the largest UK awarding body for academic and vocational qualifications. Edexcel Limited is the official awarding body for PTE Young Learners.

The primary goal of the tests is to assess a young learner’s ability to use English language communicatively. There is an emphasis on real-life scenarios rather than on knowledge of specific language items and vocabulary.

Although the test is presented using British English, American English is acceptable. Knowledge of the English alphabet is assumed at all levels.

Who takes PTE Young Learners?
PTE Young Learners tests are for children aged between six and 13, who are speakers of other languages.

What skills are tested?
PTE Young Learners assesses the four skills: listening, reading, speaking and writing. It consists of two parts: a written test which assesses listening, reading and writing, and a spoken test. The spoken part of the test and the written part are taken separately. Because of the communicative nature of PTE Young Learners, the tests can be shorter without compromising the reliability of the results.
Key features

Realistic contexts
Children are tested on their ability to use structures and functions in realistic contexts. At higher levels, they are also assessed on their ability to use language to carry out specific communicative tasks. The emphasis is on real-life situations that learners will encounter, not on how well they remember vocabulary and structures. For this reason, PTE Young Learners uses real-life scenarios rather than grammatical exercises. This means that it is a measure of real, practical English.

Familiar content
Throughout the four test levels, test takers experience some of the everyday activities, adventures and mishaps of the Browns, a British family. They become familiar with the characters and events, which makes the testing experience both very comfortable and highly engaging.

As the tests are scenario-based, topics and language are repeated. This reinforcement of content and language gives test takers the confidence they need to perform well.

The topics in PTE Young Learners are international, age-appropriate and of interest to children, for example, topics like families, pets, school and people’s appearance are included.

Fun activities
The format of the test is enjoyable. The spoken part consists of a group board game played with other test takers. Another task allows candidates to give short talks and communicate with each other. Many of the tasks in the written part are based around colorful, amusing visuals.

Integrated skills
PTE Young Learners integrates the four skills. This is important because when communicating in English, students are often required to combine several language skills to perform a task.

Test delivery
Test sessions are scheduled 6 times a year.

PTE Young Learners consists of a written paper-based test and a spoken test (with an examiner and a group of five test takers), which are delivered through a number of registered centers in over 40 territories globally.

Test centers delivering PTE Young Learners are typically schools and language schools. Each prospective center is required to provide evidence that the tests will be conducted according to
the regulations as part of registering to become a test center. In some territories there are locally based agents or representatives.

Information about test session dates, test center locations, registering to take PTE Young Learners or registering to become a test center is available at www.pearsonpte.com/pte-young-learners.

Test results
Using an online marking system (e-Pen) and a web-based test center service system, Pearson provides fast and helpful feedback on individual performance of students in the tests.

The tests are prepared and marked by teams of professionals and successful test takers receive a certificate of attainment from the largest examining body in the UK, Edexcel Limited.

Detailed feedback is provided in the form of a candidate performance report, which includes a breakdown of the scores for listening, speaking, reading and writing. These are sent to the test centers who distribute them accordingly. The grades awarded for the test are Distinction, Merit or Pass. If test takers do not achieve a Pass grade, they receive a candidate performance report, but not a certificate.

[Image of Pearson Test of English Young Learners certificate]

Name: Sample Candidate
Centre Number: 12345
Candidate Number: 0001

Pearson Test of English Young Learners
Candidate Performance Report for Level 4813 - November 2010

<table>
<thead>
<tr>
<th></th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>15.0 / 30.0</td>
<td>13.0 / 25.0</td>
<td>13.0 / 20.0</td>
<td>12.0 / 25.0</td>
<td>53.0 / 100.0</td>
</tr>
</tbody>
</table>
Test structure
The written test at this level lasts for 60 minutes. There are six tasks which test listening, reading and writing.

<table>
<thead>
<tr>
<th>Task numbers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Listening</td>
</tr>
<tr>
<td>Two</td>
<td>Listening and writing</td>
</tr>
<tr>
<td>Three</td>
<td>Reading and writing</td>
</tr>
<tr>
<td>Four</td>
<td>Reading</td>
</tr>
<tr>
<td>Five</td>
<td>Reading and writing</td>
</tr>
<tr>
<td>Six</td>
<td>Writing</td>
</tr>
</tbody>
</table>

The spoken test lasts for 20 minutes and there are two tasks.

<table>
<thead>
<tr>
<th>Task numbers</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven</td>
<td>Speaking</td>
</tr>
<tr>
<td>Eight</td>
<td>Speaking</td>
</tr>
</tbody>
</table>
2. Test Preparation Resources

Past papers
A number of official past papers with audio, transcripts and answer keys for all levels are available now to download for free.

The resources are available at: www.pearsonpte.com/pte-young-learners

New resources for PTE Young Learners are regularly added to this site.
3. Overview of Scoring

The written and spoken parts of the test at Quickmarch have a weighting of 100 score points; 80 for the written component and 20 for the spoken. There are 40 listening, reading and writing items in total and each one carries a weighting of between 1.5 and 3 marks dependent on the task. There are two speaking tasks, each with a maximum of 10 points.

The distribution is listed in the table below.

<table>
<thead>
<tr>
<th>Written part of test</th>
<th>Task numbers</th>
<th>Skills</th>
<th>Task types</th>
<th>Number of items</th>
<th>Score points</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Listening</td>
<td>3-option picture-based multiple choice</td>
<td>7</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Listening and writing</td>
<td>Answer question</td>
<td>8</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>Reading and writing</td>
<td>Dialogue completion</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>Reading</td>
<td>Match utterance to picture</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Five</td>
<td>Reading and writing</td>
<td>Gap fill (past tense verbs)</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>Writing</td>
<td>Write sentence</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>40</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spoken part of test</th>
<th></th>
<th></th>
<th></th>
<th><strong>At least 2</strong></th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven</td>
<td>Speaking</td>
<td>Question and answer (board game)</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Eight</td>
<td>Speaking</td>
<td>Short talk</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>3 or more</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total written and spoken parts</th>
<th>Task numbers</th>
<th>Skills</th>
<th>Task types</th>
<th>Number of items</th>
<th>Score points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
4. Overview of Test format

The **written part** of PTE Young Learners at this level lasts **60 minutes** and has six tasks. It tests listening, reading and writing skills. The **spoken part** of the test lasts for **20 minutes** and has two tasks that candidates engage in with an examiner and four other test takers.

The table below indicates the skills tested, task types, number of items, task objectives and what candidates have to do for each task in the written and spoken parts of the test.

<table>
<thead>
<tr>
<th>Written part of test</th>
<th>Task numbers</th>
<th>Skills</th>
<th>Task types</th>
<th>Number of items</th>
<th>Task objectives</th>
<th>What test takers have to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Listening</td>
<td>3-option picture-based multiple choice</td>
<td>7</td>
<td>To assess the ability to identify the details of spoken discourse, e.g. times, locations, reasons, past, present and future activities, prices, quantities, etc</td>
<td>Listen to a conversation twice and answer seven questions by choosing one picture from three answer options</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Listening and writing</td>
<td>Answer question</td>
<td>8</td>
<td>To assess the ability to understand a spoken text and provide short written answers relating to the details of the text</td>
<td>Listen to a conversation twice and answer eight questions in writing</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>Reading and writing</td>
<td>Dialogue completion</td>
<td>5</td>
<td>To assess: - understanding of the structural relationship between questions and responses - the ability to formulate appropriate questions to match given responses within a single dialogue</td>
<td>Write five questions to match five given answers in a written dialogue</td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>Reading</td>
<td>Match utterance to picture</td>
<td>5</td>
<td>To assess the ability to recognize simple functional use of language in social situations familiar to young learners</td>
<td>Match five short written utterances to the pictures which illustrate their meaning</td>
<td></td>
</tr>
<tr>
<td>Five</td>
<td>Reading and writing</td>
<td>Gap fill (past tense verbs)</td>
<td>10</td>
<td>To assess understanding of a text, and knowledge of vocabulary in context and past tense forms</td>
<td>Read a text with ten gaps, choose a word for each gap from the choices given and change them to past tense forms</td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>Writing</td>
<td>Write sentence</td>
<td>5</td>
<td>To assess the ability to write about a familiar topic (based on a scenario within the test)</td>
<td>Complete five short sentences on a familiar topic</td>
<td></td>
</tr>
<tr>
<td>Spoken part of test</td>
<td>Seven</td>
<td>Speaking</td>
<td>Question and answer (board game)</td>
<td>At least 2</td>
<td>To assess the ability to ask and answer short questions about personal information and interests</td>
<td>Ask and answer questions about personal information and interests</td>
</tr>
<tr>
<td></td>
<td>Eight</td>
<td>Speaking</td>
<td>Short talk</td>
<td>1</td>
<td>To assess the ability to speak continuously about a topic of personal interest and answer questions in relation to it</td>
<td>Speak about a topic of personal interest and answer questions</td>
</tr>
</tbody>
</table>
5. Description of task types

Written test [60 minutes]

This part of the guide presents a description of the tasks within the written test at Quickmarch. This includes the skills tested, what candidates have to do, the objective(s) of the task and details on scoring.

Task One Listening

3-option picture-based multiple choice

Task One is a 3-option picture-based multiple choice activity that tests listening skills. It assesses the ability to identify the details of spoken discourse, e.g., times, locations, reasons, past, present and future activities, prices, quantities, etc.

Hello kids, hello boys and girls. Today’s test is Quickmarch. Tasks One and Two are listening. Good luck and have fun!!

1. Task One: The First Week of the Holidays (14 marks)

Mr Brown and Anna are talking about what the family is doing in the first week of the holidays. Listen to the conversation and answer the questions. Put a cross in the box under the correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Where are Mrs Brown and Sophie?

1. Where is Ben playing his football match?

- 12pm
- 9.00am
- 1.15pm

2. What is Anna doing this afternoon?

- A

3. Which girl is Sally?

- A
- B
- C

4. How did Sally hurt herself?

- A
- B
- C

5. Which part of her arm did Sally hurt?

- A
- B
- C

6. What did Ben buy tickets for?

- A

7. How much were the tickets?

- £3.50
- £10.50
- £6.50

(Total 14 marks)
What candidates do
Test takers listen to a conversation twice and answer seven questions printed on the test paper. For each one they choose the correct picture from three answer options by putting a cross in the box next to it.

Scores
This task type is marked as either correct or incorrect. Each correct answer has a weighting of 2 score points. A maximum of 14 points can be achieved.
Task Two Listening and Writing

Answer question

Task Two is an Answer question activity that tests listening and writing skills. It assesses the ability to understand a spoken text and provide short written answers relating to details of the text.

2. Task Two: Anna Visits Sally in Hospital (16 marks)

When Anna visits Sally in hospital, she meets Mark. He works in the hospital. Anna asks him some questions about his job.

Listen to their conversation and write a short answer to each question. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example:

What is Mark’s job?

Nurse

1. What did Mark want to be when he was young?

2. How old was Mark when he left school?

3. What was the name of Mark’s college?

4. What did Mark think about his course?

5. What time does Mark start work?

6. How many free days a week does Mark have?

7. What does Mark enjoy most about his job?

8. Which country is Mark going to work in next year?

(Total 16 marks)

What candidates do

Test takers listen to a conversation twice and answer eight questions in writing. Each response is usually a few words, not a complete sentence.

Scores

This task type is marked as either correct or incorrect. Each correct answer has a weighting of 2 score points. A maximum of 16 points can be achieved.
Task Three Reading and Writing

Dialogue completion

Task Three is a Dialogue completion activity that tests reading and writing skills. It assesses:
- understanding of the structural relationship between questions and responses;
- the ability to formulate appropriate questions to match given responses within a single dialogue.

Test takers write five questions to match five given answers in a written dialogue using their own words.

Scores

Each item has a weighting of 3 score points. A maximum of 15 points can be achieved in this section of the test. The scoring criteria and distribution of scores are in the table below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Response is completely correct, appropriate and relevant to the context.</td>
</tr>
<tr>
<td>2</td>
<td>Response can include one major error such as wrong tense, failure to invert subject and verb, omission of subject, etc. Such major errors must not however affect the meaning intended by the test taker. Small errors such as non-intrusive spelling errors or non-intrusive punctuation errors may also be present.</td>
</tr>
<tr>
<td>1</td>
<td>Response is flawed in a number of ways, but in the context of the task the meaning can still be understood with some effort.</td>
</tr>
<tr>
<td>0</td>
<td>Response is irrelevant, unintelligible or nothing is written.</td>
</tr>
</tbody>
</table>

3. Task Three: Sally Talks to Ben (15 marks)

When Sally gets back home, Anna and Ben visit her. Sally asks Ben about his hobbies. Write the questions in the spaces. The first one is an example.

Sally: (example) Do you enjoy playing sport, Ben?

Ben: Yes I do. I love playing sport.

Sally: ................................................................. ?

Ben: I like football best.

Sally: ................................................................. ?

Ben: I started playing four years ago.

Sally: ................................................................. ?

Ben: For Famham Football club. We play every Saturday.

Sally: ................................................................. ?

Ben: Red shirts and white shorts.

Sally: ................................................................. ?

Ben: Our next match? Next Saturday.

(Total 15 marks)
Task Four Reading

Match utterance to picture

Task Four is a Match utterance to picture activity that tests reading skills. It assesses the ability to recognize simple functional use of language in social situations familiar to young learners.

4. Task Four: A Day in Town (10 marks)

Anna, Ben and Sally go into town.

Look at these situations. Draw a line from the pictures to the correct words, as in the example picture.

Be careful. There are two extra sentences.

- Have you got this one in pink, please?
- What time is the next bus?
- Three to the bus station please.
- Here are your seats.
- Careful! There’s a bus coming.
- Can I have a sandwich please?
- This tastes really horrible!
- Can you keep these in your jacket pocket?

(Total 10 marks)

What candidates do

Test takers read seven short written utterances and match five of them to the pictures which illustrate their meaning by drawing a line between each. Two of the utterances are extra.

Scores

This task type is marked as either correct or incorrect. Each correct answer has a weighting of 2 score points. If more than one line is drawn to an answer, no marks will be given to the item. A maximum of 10 points can be achieved.
Task Five Reading and Writing

Gap fill (past tense verbs)

Task Five is a Gap fill activity that tests reading and writing skills. It assesses understanding of a text, and knowledge of vocabulary in context and past tense forms.

5. Task Five: Anna Writes to Granny (15 marks)

Anna writes to Granny about her day in town. Fill in the missing words. Use the verbs in the box below but don’t forget to change them to the PAST TENSE because the visit to town is finished.

The first one is an example.

Dear Granny

Yesterday (example) was the fourth day of the holidays. Mum made us a picnic for lunch and then Sally, Ben and I (1) into town for the day. We (2) the bus into the town centre and then we (3) to go shopping. Sally and I (4) some T-shirts from C & A. After that we (5) a picnic in the park. A big brown fox (6) right next to us. It looked hungry so we (7) it a chicken sandwich! He loved it! In the afternoon we (8) a very funny show at the theatre. We all (9) so much! After the show we (10) some friends from school. A brilliant day!

Love Anna xxx

<table>
<thead>
<tr>
<th>buy</th>
<th>be</th>
<th>give</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>take</td>
<td>decide</td>
<td></td>
</tr>
<tr>
<td>laugh</td>
<td>meet</td>
<td>go</td>
<td>eat</td>
</tr>
</tbody>
</table>

(Total 15 marks)

What candidates do

Test takers read a text with gaps and choose a word for each from the choices given in a word box. There are ten gaps to complete and ten words to choose from. In addition, the words chosen have to be used in their past tense forms.

Scores

Each correct answer has a weighting of 1.5 score points: 1 for the correct verb and an attempt to put it into the simple past tense, 0.5 for the correct verb, but not used in the correct tense, and 0 for the wrong verb, even if it is in the right tense. A maximum of 15 points can be achieved.
Task Six Writing

Write sentence
Task Six is a Write sentence activity that tests reading and writing skills. It assesses the ability to write about a familiar topic (based on a scenario within the test).

6. Task Six: School Holidays (10 marks)
   Now write about your school holidays.
   1. I like holidays because .................................................................
      .................................................................................................
   2. During the holidays I .................................................................
      .................................................................................................
   3. During the holiday my best friend ...........................................
      .................................................................................................
   4. In my last holiday .................................................................
      .................................................................................................
   5. In my next holiday .................................................................
      .................................................................................................
   (Total 10 marks)

What candidates do
Test takers complete five short sentences on a familiar topic. The beginning of each sentence is provided as a prompt.

Scores
Each item has a weighting of 2 score points. A maximum of 10 points can be achieved. The scoring criteria and distribution of scores are in the table below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Response is completely correct, appropriate and relevant to the context.</td>
</tr>
<tr>
<td>1</td>
<td>Response is inaccurate in form, but in the context of the task the meaning can still be understood with some effort.</td>
</tr>
<tr>
<td>0</td>
<td>Response is irrelevant, unintelligible or nothing is written.</td>
</tr>
</tbody>
</table>
Spoken Test [20 minutes]

This part of the guide presents a description of the tasks within the spoken test at Quickmarch. This includes the skills tested, what candidates have to do, timings, the task type objective(s) and details on scoring.

Task Seven Speaking

Question and answer (board game)

Task Seven is a Question and answer activity that tests speaking skills. It assesses the ability to ask and answer short questions about personal information and interests.

What candidates do

In groups of five with an examiner, test takers play a board game. They take it in turns to throw a dice and then move their counters according to the throw of the dice. Each square on the board has a question written on it. When a candidate’s counter lands on a square, the examiner directs them to address the question to another test taker in the group, who must respond. It is then the next person’s turn. The game continues in this way until all the candidates have responded to at least two of the questions on the board. The task lasts for **10 minutes**.
Scores
This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

<table>
<thead>
<tr>
<th>Grammar and Vocabulary Usage</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong> Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.</td>
<td><strong>5</strong> Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.</td>
</tr>
<tr>
<td><strong>4</strong> Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.</td>
<td><strong>4</strong> Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words, and problems with stress and intonation.</td>
</tr>
<tr>
<td><strong>3</strong> Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.</td>
<td><strong>3</strong> There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.</td>
</tr>
<tr>
<td><strong>2</strong> Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.</td>
<td><strong>2</strong> Frequent errors in various aspects of pronunciation make the speaker difficult to understand and result in misunderstanding and/or make it necessary for listeners to ask for repetition.</td>
</tr>
<tr>
<td><strong>1</strong> Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.</td>
<td><strong>1</strong> Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.</td>
</tr>
<tr>
<td><strong>0</strong> No useful knowledge of grammar or vocabulary at the required level.</td>
<td><strong>0</strong> Pronunciation is not recognized as English discourse.</td>
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</table>
Task Eight Speaking

Short talk

Task Eight is a *Short talk* task type that tests speaking skills. It assesses the ability to speak continuously about a topic of personal interest and answer questions in relation to it.

What candidates do

Test takers take turns to pick a labeled picture card which illustrates a topic from a pack. They then talk for one minute about the subject on the card. This is followed by a further minute of questions from other candidates and possibly the examiner. This continues until all test takers have spoken about one topic and answered questions. They are assessed on their talk and responses to questions. The activity lasts for **10 minutes**.
Scores
This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The marking criteria and score distribution are listed in the table below:

<table>
<thead>
<tr>
<th>Grammar and Vocabulary usage</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong> Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.</td>
<td><strong>5</strong> Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.</td>
</tr>
<tr>
<td><strong>4</strong> Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.</td>
<td><strong>4</strong> Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words, and problems with stress and intonation.</td>
</tr>
<tr>
<td><strong>3</strong> Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.</td>
<td><strong>3</strong> There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.</td>
</tr>
<tr>
<td><strong>2</strong> Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.</td>
<td><strong>2</strong> Frequent errors in various aspects of pronunciation make the speaker difficult to understand and result in misunderstanding and/or make it necessary for listeners to ask for repetition.</td>
</tr>
<tr>
<td><strong>1</strong> Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.</td>
<td><strong>1</strong> Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.</td>
</tr>
<tr>
<td><strong>0</strong> No useful knowledge of grammar or vocabulary at the required level.</td>
<td><strong>0</strong> Pronunciation is not recognized as English discourse.</td>
</tr>
</tbody>
</table>
Contact us

You can contact us in the following ways:

- Visit [www.pearsonpte.com/pte-young-learners](http://www.pearsonpte.com/pte-young-learners)
- Email us at pltsupport@pearson.com
- Telephone us on +44 (0)845 543 0243
- Fax us on +44 (0)20 7010 6611
- Write to us at the Language Testing division of Pearson, 80 Strand, London WC2R 0RL, UK
Appendix A: Language Content

In addition to the language included at Firstwords and Springboard, the following list represents the types of language content that are typically assessed at this level including areas of language use, main structures, topics and vocabulary. Structures and vocabulary given in italics are for guidance only and are not intended to be a complete list.

Areas of Language Use
Talk and ask about sports and hobbies
Talk and ask about everyday activities
Talk and ask about countries, cities, towns, shops and buildings
Talk and ask about modes of transport and journeys
Order food in a restaurant
Talk about past events
Understand, ask and answer questions about a story
Understand a simple story
Talk about future plans
Tell the time (hours and minutes)

Main Structures
- Past tense of ‘to be’
  *Was, were*
- The simple past tense
  *walked.*
  *I didn’t walk.*
  *Did you walk?*
- Irregular past forms of common verbs
  *went, got up, ate, drank, slept, came*
- ‘Going to’ to express future plans and intentions
  *I am going to visit my aunt next week.*
  *I am going to work hard this year.*
- Present continuous for future use
  *She’s going out tonight.*
- ‘Can’ for permission
  *Can we go to the cinema?*
- Comparatives of adjectives
  *Ben is older than Sophie.*
  *Ben is better at English than Sophie.*
- Superlatives of adjectives
  *Anna is the youngest girl in her class.*
- Conjunction ‘because’
  *Billy was late for school because he missed the bus.*
**Topics**
- Spare Time
- Time
- Places
- Jobs
- Illness

Topics included at lower levels may also be reused and developed.
- Clothes
- Food
- Description of Animals
- Homes
- Families
- Pets and Animals
- School
- The Body and People's Appearance
- Toys
- Houses

**Vocabulary**
- Common spare time activities
  - swimming, dancing, playing computer games
- Hobbies
  - collecting stamps or teddy bears, solving puzzles
- Common jobs and professions
  - teacher, doctor, police officer, taxi driver, nurse
- Common illnesses which affect children
  - headache, toothache, sore throat
- Names of countries and nationalities
  - France, French, China, Chinese, Canada, Canadian
- Points of the compass
  - north, south, east and west
- Basic geographical features
  - river, mountain, sea, lake
- Town facilities
  - museum, cinema, supermarket, library
- Shops and essential shopping items
  - bakers, bread, chemist’s, medicine, newsagent’s, newspaper
## Appendix B: Vocabulary List

The following tables include the vocabulary typically tested at Quickmarch (Level 3).

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