

Guide to Pearson English International Certificate

PTE General Level 1 Elementary

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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 English International Certificate 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 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 A2. 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 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

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 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

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 Test of English Young Learners, information for which is available at 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 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 11 and 12 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 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

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 usually 6-7 test sessions scheduled per year. 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 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. Information about test session dates, test centre locations, registering to take International Certificate or registering to become a test centre is available at 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 International Certificate. Alternatively, results can be delivered by secure post if required.

Certificates are dispatched about one week after results are issued.

2. Test structure

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 a picture	11	Describe a 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 1** is **1 hour and 15 minutes**. The information in Figure 4 indicates for sections of the written test at Level 1: the skills assessed, item types, objectives and the maximum number of score points awarded. The 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 1** is **3.5 minutes**. The information in Figure 5 indicates for sections of the spoken test at Level 1: 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 (50-70 words).
9	Writing	10	Write text	Assess ability to write a short text based on a picture (80-100 words).
Total: 75 points				

Figure 4. Level 1 (Elementary) written test

Spoken test

Section	Skills	Timing	Item types	Objectives
11	Not tested at this level			
12	Speaking	2 min	Describe a picture	To assess ability to speak about a picture
13	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 1 (Elementary) 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: What does Michael want to do this afternoon?



A



B



C

1. What is Mrs Brown's job?



A



B



C

2. Where's Sally?



A



B



C

3. What time is the meeting tonight



A

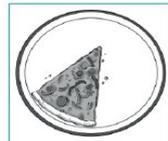


B



C

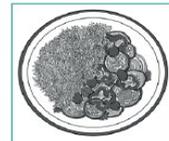
4. What are they eating for dinner?



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

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 the speaker's job. 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. The extracts are descriptive and contain relatively formal language

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

Example: Speaker's name: *Susan*

12. Supermarket name:
13. Supermarket is next to:
14. Supermarket closes at:
15. Speaker wants John to buy:
16. Speaker is calling from:

SECTION 3 (PART B)



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

Example: Speaker's name: *Mike Willis*

17. He needs help with:
18. Especially question:
19. The question is about:
20. Speaker wants to meet at a restaurant called:
21. Phone number is:

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 or two speakers, giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers) Including the following: <ul style="list-style-type: none"> - conversations - public announcements - recorded messages

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 the test.

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 section of the test and put a cross by the missing word or phrase, as in the example.

Example: Trains for London leave on the hour and the half hour _____
07.00 and 19.00. From 19.00 to 07.00 they leave on the hour only.

- A nearly
 B between
 C about

22. Welcome to Sally's Tearoom. We serve tea and coffee every day,
and _____ have fresh cake and sandwiches for our guests.

- A always
 B never
 C still

23. Are you good at maths and physics? Do you want a job with the National
Space Association? We are looking for _____ now.

- A drivers
 B teachers
 C scientists

24. There will be no classes on Friday. We are all visiting Kirk Castle to learn about
its history. Buses will leave the _____ at 7am.

- A swimming pool
 B school
 C museum

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: Peter and Catherine are on holiday in South America. They are spending this morning on the beach and in the afternoon they are visiting an old town in Colombia. Tomorrow they are taking a plane to Brazil. In Brazil they'll see lots of interesting birds and animals.

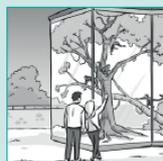
What are Peter and Catherine doing this morning?



A



B



C

27. Hi, Mary.

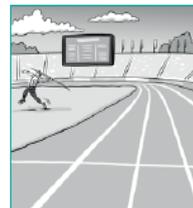
Are you still interested in going for a run on Sunday? Some friends and I are going to the park – we're meeting at ten o'clock, at the boat house. It's near the café but that's closed today. Anyway, tell me if you're coming.

Jo

Where are Jo and his friends meeting?



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 text below and answer the questions.

Why not explore our collection of 30,000 vehicles that show the development of road transport throughout the Twentieth Century – cycles, motorbikes and motor cars.

The museum is situated in Grafton, in an old building in the heart of the Lake District, minutes from Lake Buttermere. There you can enjoy lake cruises and other local attractions.

It's much more than just a motor museum. Open all year except public holidays. £10 entry, half price for children. Parking and café available.

Example: How many vehicles are there in the collection? *30,000*

32. In which town is the transport museum?
33. What is the name of the place nearby where there are boats?
34. When is the museum closed?
35. How much do adults pay to enter the museum?

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 text below from a brochure and answer the questions with no more than three words per question.

Visit the Old Forest farm

The Forest Farm is a working family farm in the village of Brooke. It is four miles from Langham railway station, where you can catch a bus to the farm. We also have a large car park for visitors.

There are lots of things to do on our farm. You can watch the pig race or play with the dogs, cats and rabbits. If you like horse-riding we have a lot of horses. There are always baby animals on the farm,

including baby sheep, pigs and chickens. You can help Mrs Jones collect the eggs from the chickens and if you are over eight Farmer Jones will let you help him drive his tractor.

There is a playground for the small children and lovely food in our Forest Farm Tearooms. Forest Farm will give you a wonderful day out for all the family!



Example: Name of village where farm is *Brooke*

40. Nearest Railway station
41. Transport from railway station to farm
42. Animals that have a race
43. Animals that visitors can ride
44. How to help Mrs Jones
45. Where children can play
46. Where people can eat something

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 about the Old Forest Farm. Now write an email to a friend about it. **Write 50–70 words** and include the following information:

- Tell him/her about the farm
- Tell him/her what you can do there
- Suggest that you go to the farm together



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 (50–70 words). There is a 'tolerated' word limit of 40-77 words for Section 8.

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:

Range	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
Accuracy	Uses some simple grammatical and lexical structures correctly, but still systematically makes some basic mistakes
Coherence and cohesion	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as simple as a list of points Can link groups of words with simple connectors like 'and', 'but' and 'because'
Orthographic control	Can copy short sentences on everyday subjects Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) using short words that are in his/her oral vocabulary

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

Written interaction	Write short, simple formulaic notes relating to matters in areas of immediate need
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Section 9: Writing

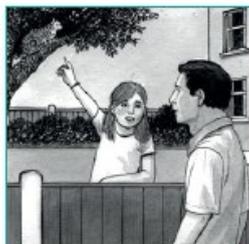
Write text

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

SECTION 9

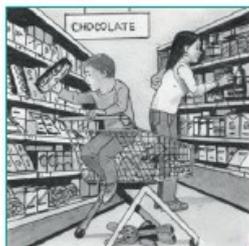
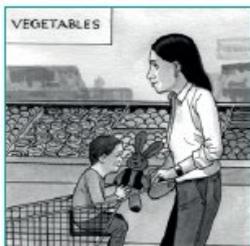
48. Choose **one** of the topics below and write your answer in 80–100 words.

Either: Mrs Brown's cat had an adventure. Write a story about what happened.



A

Or: Susan went to the supermarket with her son Timmy. Write a short story about what happened there.



B

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

Write your answer on the next page. Do not write outside of the box.

Task

Test takers write a short text based on a series of three visual images. They choose one of two series. The form of the response may be a diary entry, short story or description. There is one text to write (80-100 words). There is a 'tolerated' word limit of 48-110 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 series of three pictures	Instructions are given for each set of visual images

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:

Range	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
Accuracy	Uses some simple grammatical and lexical structures correctly, but still systematically makes some basic mistakes
Coherence and cohesion	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as simple as a list of points Can link groups of words with simple connectors like 'and', 'but' and 'because'
Orthographic control	Can copy short sentences on everyday subjects Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) using short words that are in his/her oral vocabulary

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

Written interaction	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"
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Summary: Written test item type information

Section	Item types	Objectives	Tasks	Stimulus
1: Listening	3-option graphical multiple choice	To assess ability to understand the gist of short-spoken utterances by: <ul style="list-style-type: none"> - identifying the situation (e.g., store, restaurant, etc.) - identifying a speaker's role (e.g., movie box office attendant) - identifying topic (e.g., study habits) - following an instruction (e.g., giving directions) - understanding spatial relations (e.g., the position of an object in a room) - understanding a description (e.g., girl with long dark hair) 	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 of one or two speakers Including the following: <ul style="list-style-type: none"> - transactional conversations, e.g., buying - social conversations, e.g., greeting - public announcements, e.g., train times Including the following language functions: <ul style="list-style-type: none"> - instructions - 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. The extracts are descriptive and contain relatively formal language
3: Listening	Text, note completion	Assess ability to extract specific information from spoken texts.	Listen twice to two recordings, either a monologue or dialogue, and complete a text or notes for each using the information heard. Ten gaps	One or two speakers, giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers) Including the following: <ul style="list-style-type: none"> - conversations - public announcements - recorded messages
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.	Write a short email, letter, postcard, note or blog entry based on information given in Section 7. One text (50–70 words)	Instructions which include the purpose of the text, the intended content of the message and the recipient
9: Writing	Write text	To assess ability to write a short text based on a series of three pictures	Write a short text based on a series of three visual images. The test taker chooses one of two series. The form of the response may be a diary entry, short story or description. One text (80-100 words)	Instructions are given for each set of visual images

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

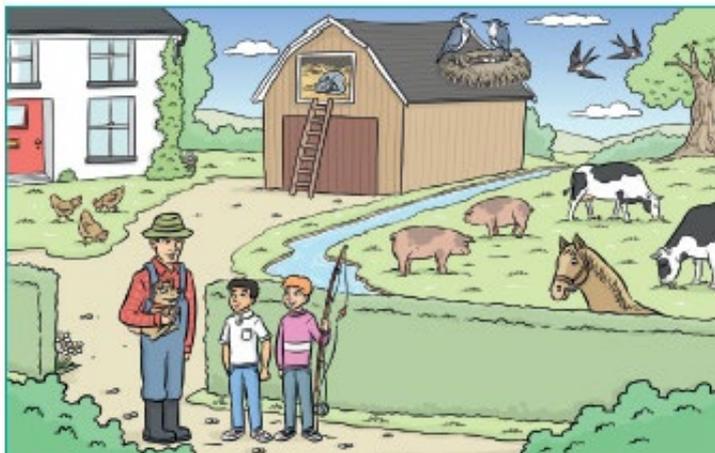
Section 11: Speaking

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 farmyard. Please tell me what you can see and what is happening in the picture.

[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 animals can you see? What are they doing?
- What is this man doing? *[indicate man holding dog]*
- Where do you think he is going?
- What are the boys doing? *[indicate boys talking to the farmer].*
- How many birds can you see?

[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: <ul style="list-style-type: none">-people-interiors (e.g., home, school, stores, restaurants)-public places (e.g., streets, parks)-everyday activities and events

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 are visiting the farm.

The examiner is the farmer.

- Introduce yourself to the farmer
- Ask the farmer about the work on the farm.
- Ask the farmer about his/her favourite animals on the farm
- Ask if the farmer likes working on a farm.

Interlocutor's script

You are visiting the farm. I am the farmer

Alright? You start.

Hello/Good morning/Good afternoon

Suggested prompts

- Tell the test taker it's hard work and you have to get up early
- Say you love your pet dog and explain why.
- Ask the test taker if he/she would like to be a farmer
- Tell him/her you like working on the farm, but looking after the animals takes a lot of time

[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
<p>To assess ability to perform and respond to basic language functions appropriately</p> <p>Including the following language functions: - greeting and leave-taking</p> <ul style="list-style-type: none"> - asking for things - asking for information - responding to requests - offering - accepting - responding to offers - thanking, giving information - apologizing, asking for directions - giving simple directions - inviting - accepting/declining invitations - suggesting (for time or place of meetings) - responding to suggestions 	<p>The interlocutor gives the test taker up to 15 seconds to read a role card with:</p> <ul style="list-style-type: none"> - an explanation of the situation and the roles - 4-5 instructions involving at least two different functions - visual support where appropriate <p>Including the following situations:</p> <ul style="list-style-type: none"> - basic social encounters and gatherings - shopping - ordering food and drink - public transportation - about town, at home, at work - being a tourist

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:

Fluency	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident
Interaction	Can answer questions and respond to simple statements. Can indicate when he/she is following, but is rarely able to understand enough to keep conversation going of his/her own accord
Range	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
Accuracy	Uses some simple grammatical and lexical structures correctly, but still systematically makes basic mistakes
Phonological control	Pronunciation is generally clear enough to be understood

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 - responding to requests - offering - accepting - responding to offers - thanking, giving information - apologizing, asking for directions - giving simple directions - inviting - accepting/declining invitations - suggesting (for time or place of meetings) - responding to suggestions	(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, at home, at work - being a tourist

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 Pearson English International Certificate and Pearson English International Certificate Young Learners, 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.

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

For all administration enquiries relating to the conduct of Pearson English International Certificate please contact our customer service team. Please contact our customer service team at pqs.internationaleo@pearson.com.

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