

ESOL for Young Learners (8962)

Qualification handbook



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1 International English Qualifications (IEQs)

1.1 The ESOL for Young Learners qualification handbook and other publications

A qualification in English for learners aged 8 to 13, ESOL for Young Learners is tested with a single paper covering Listening, Reading and Writing, using child-friendly topics such as parties, pen-pals and pets.

The ESOL for Young Learners qualification handbook provides information and advice for all existing and potential teachers and learners of the City & Guilds ESOL for Young Learners examinations.

A separate qualification handbook has been produced for the Spoken ESOL for Young Learners (8969) qualification.

The ESOL for Young Learners examinations are part of a suite of International English Qualifications (IEQs). The City & Guilds IEQs are targeted at learners who need to prove and improve their level of English for work, study, teaching and travel. Within the IEQ suite there is also a qualification which is aimed at teachers of English.

For more details on our International English Qualifications see section 1.2 and 1.3 of this qualification handbook or visit www.cityandguilds.com/ieq

1 International English Qualifications (IEQs)

1.2 Learning English

International ESOL (English for Speakers of Other Languages) (8984)

This range of examinations offers a communicative approach to the testing of listening, reading and writing at six levels:

- Preliminary (equivalent to A1 Breakthrough on the Common European Framework)
- Access (equivalent to A2 Waystage on the Common European Framework)
- Achiever (equivalent to B1 Threshold on the Common European Framework)
- Communicator (equivalent to B2 Vantage on the Common European Framework)
- Expert (equivalent to C1 EOP on the Common European Framework)
- Mastery (equivalent to C2 Mastery on the Common European Framework).

International Spoken ESOL (Spoken English for Speakers of Other Languages) (8985)

This range of examinations complements the International ESOL series. It is a separately administered spoken examination and is available at the same levels as the International ESOL range.

Spoken English Test for Business (8981)

The Spoken English Test (SET) for Business is a qualification specifically developed for candidates who need to use spoken English in the workplace. This qualification is ideal for those who work in business in an English speaking country or in a multinational organisation which uses English for internal communications.

ESOL for Young Learners (English for Speakers of Other Languages) (8962 and 8969)

The ESOL and Spoken ESOL for Young Learners examinations are aimed at candidates aged 8-13. This qualification handbook gives details about the ESOL for Young Learners examinations (8962). A separate qualification handbook is available for the Spoken ESOL for Young Learners (8969) examinations.

English for Business Communication

English for Business Communication focuses on the candidate's ability to perform in real business situations through the medium of English. This qualification evaluates understanding and writing of business communications in English. Level 1 requires learners to understand and write simple letters, memos, faxes and e-mails. Level 2 involves the understanding of more complex business communications, writing letters and memos and drafting faxes and e-mails and other business-related documents. At level 3, learners need to understand a wider range of business communications, write letters, faxes and memos in response to a wide range of situations and prepare notices, speeches, adverts, articles, and other business documents.

English for Office Skills

The English for Office Skills qualification tests accuracy in the use and transcription of English, and the ability to perform office-related tasks to spoken or written instructions. These tests are suitable for those who need to carry out tasks in English where accuracy in writing and following instructions is important. Both levels involve the demonstration of accurate spelling and punctuation, writing down a spoken message, reading comprehension, knowledge of vocabulary, and proofreading documents.

1 International English Qualifications (IEQs)

1.3 Teaching English

Access Certificate in English Language Teaching (ACE)

The ACE certificate has been jointly developed with the Department of Language and Literary Studies in Education at Manchester University. The qualification is suitable for existing English language teachers who want to upgrade their skills, teachers who want to move into English language teaching, and newcomers to teaching who wish to gain an initial English language teaching qualification.

2 ESOL for Young Learners

2.1 Introduction

Who are the qualifications intended for?

For young people aged 8-13 all over the world, learning English is, increasingly, an essential part of their general education and key to better career prospects. The ESOL for Young Learners award is designed to give learners the important first steps on their path of English development.

Why take the City & Guilds Young Learner examinations?

- **Suitable for young learners**

The examinations cover topics and language that most children can identify with. The test tasks focus on use of English in contexts that children experience on a day to day basis.

- **Examinations are on demand**

Centres are in control of timetabling and can hold examinations whenever required. City & Guilds need two weeks' notice for the UK and Ireland and four weeks' notice for overseas.

- **Integrity of total external assessment**

Centres can be confident of quality and the maintenance of international standards.

- **Performance reports**

Unsuccessful candidates automatically receive a short performance report designed to prepare them to retake an examination.

- **Rapid certification**

Results and certificates are issued within eight weeks.

- **Easy to run**

Simple administration.

Examinations cover different skill areas, allowing the students to focus their learning.

2 ESOL for Young Learners

2.2 Examination papers

Examination format

ESOL for young learners is a written test consisting of Listening, English Usage, Reading & Writing and Writing sections.

The examination is available at two levels: Basic and Elementary. Both levels follow the same examination format.

Examination content

The content of ESOL for Young Learners examinations is designed to appeal to the young age groups. The following list is not exhaustive, but indicates the range of contexts likely to be used:

Daily life

Free time
Sports/games
Hobbies
School
Likes and dislikes
Animals/pet
Pen friends
Collecting
Food

Places

Home
School
Town
Favourite place

Special events

Parties
Festivals
Outings
Visits
Holidays

People

Family
Friends
Teachers
Classmates
'Heroes'

Imaginative

Monsters
Robots
Myths and legends
Fables
Science fiction

Dictionaries – English-English dictionaries may be used in all ESOL examinations.

2 ESOL for Young Learners

2.3 Assessment

To be awarded a pass, candidates must achieve 60% or more. A First Class Pass will be awarded if a candidate scores 7 out of 10 for the Reading & Writing section and 11 out of 15 for the Writing section and overall achieves 75% or more.

Weighting

Reading & Writing section:	Mechanics	0-5	
	Range	0-5	
	Purpose Achieved	0-5	
	Impression	0-5 divided by 2 = 10	
Writing section:	Mechanics	0-5	
	Range	0-5	
	Impression	0-5	= 15 maximum

Mechanics

The mechanics criterion covers:

- Grammatical correctness
- Correct spelling
- Correct punctuation
- Handwriting

Range

The range criterion covers use of structures expected at particular level:

- Tenses
- Modals
- Articles
- Adjectives
- Adverbs
- Pronouns
- Prepositions etc
- Cohesive devices
- Lexical range
- Idioms

Also: sentence length, clause and density

Purpose Achieved (Reading & Writing)

The candidate has read the text, understood it and responded appropriately, eg answered points required in a letter or message; responded to an advert in an appropriate manner giving correct information etc

Impression

Marks awarded for overall impression of tone, relevance, depth, fluency and appropriacy for each particular level

2 ESOL for Young Learners

2.4 Performance report

Candidates who fail to achieve 60% are advised of their performance by the following codes:

ESOL for Young Learners 8962-01-001 (Basic) 8962-02-002 (Elementary) Performance Codes		
AA	Narrow fail	AA
AB	Insufficient work submitted	AB
AC	Failure to follow instructions	AC
AD	Accuracy standard not met	AD
CZ	Listening - matching/responding	CZ
DA	Listening – task completion	DA
DB	Listening – extract/convert information	DB
DC	English usage	DC
DD	Reading – text reconstruction	DD
DE	Reading – global comprehension	DE
DF	Reading – extract/convert information	DF
DG	Writing – appropriacy	DG
DH	Writing – accuracy	DH
DI	Writing – organisation	DI

The performance report is helpful in deciding how much further practice is required by unsuccessful candidates before retaking the examination and which skills require particular attention. Performance codes are detailed on the results slip of an unsuccessful candidate and on the results summary which is sent to centres and lists candidates' results.

3 Information for centres

3.1 Administration of the examination

Preparation for the examination

Centre

To run the examination an examination room and invigilator are needed. Centres should use rooms that are not affected by noise and ensure that a notice such as **Exam in Progress** is on the examination room door.

Invigilator

The invigilator's role is to supervise the preparation room. They must ensure that the candidate names, enrolment number and date of birth are filled in on the Examiner Marked Invigilation Certificate.

Centres will be expected to provide invigilators for the examination process. The invigilator will be responsible for the conduct and integrity of the examination. The person(s) undertaking this role will need to:

- be familiar with the content of the *City & Guilds conduct of examinations* document
- accurately observe the time allotted for the examination
- read out the 'rules to candidates' prior to commencement of the examination
- ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them
- ensure compliance with all other regulations relating to the examination.

Invigilators ideally will not be involved in training the candidates. However, where this is unavoidable, the trainer will not be allowed to be the only invigilator involved for that examination.

3 Information for centres

3.2 Centre approval and operating procedures

Please refer to *Centre Guide – Delivering International Qualifications*. This publication provides step-by-step guidance on applying to become a City & Guilds centre, including examples of how centres can demonstrate fulfillment of our approval criteria. It includes copies of the appropriate forms with detailed guidance on how to complete them and where to send them.

Centre approval will enable centres to conduct examinations. This is valid for a period of two years, subject to the centre's ongoing compliance with our regulations, and will allow centres to enter candidates for and conduct any type of examination. The approval procedures are quite straightforward.

Centres will need to complete an *Application for centre approval*. This form includes a list of our approval criteria and centres will be asked to provide information on how these criteria will be met. For example, we need to know that centres have safe or lockable steel cabinet and appropriate arrangements to ensure the security of all examination papers.

Send the form to the relevant address found in: *Centre guide - Delivering International Qualifications*.

New centres must apply for **centre and qualification approval**. Centres wishing to offer examinations online should refer to: *A centre's guide to technical requirements for global on-line assessment*.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre to conduct a particular City & Guilds qualification or particular City & Guilds qualifications, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Conduct and supervision of the examinations

Centres must ensure the following:

1. Any information charts in rooms where assessments take place should be removed or covered if they would give help to candidates taking the assessments
2. Once papers have been handed in they shall not be returned to the candidate
3. Centres must provide levels of invigilation to ensure that candidates work unaided for the duration of the examination
4. Candidates will not be permitted to remove question papers from the location in which the assessment is taking place, or to retain question papers
5. Where, in the opinion of the invigilator, any candidate engages in any conduct during an examination that is deemed to have given him/her an unfair advantage, the candidate will be required to take an alternative paper.

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