

# Spoken ESOL for young learners (8969)

## Qualification handbook



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## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)20 7294 2800**

**F +44 (0)20 7294 2400**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[enquiry@cityandguilds.com](mailto:enquiry@cityandguilds.com)**

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## Qualification handbook

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# 1 International English Qualifications (IEQs)

## 1.1 The Spoken ESOL for Young Learners qualification handbook and other publications

Spoken ESOL for Young Learners is a qualification in English for learners aged 8 to 13. It tests speaking skills using child-friendly topics such as parties, pen-pals and pets.

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

A separate qualification handbook has been produced for the ESOL for Young Learners (8962) qualification.

The Spoken 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](http://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 Spoken ESOL for Young Learners .

examinations (8969). A separate qualification handbook is available for the ESOL for Young Learners (8962) 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 Spoken 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 Spoken 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 Spoken ESOL for Young Learners

### 2.2 Examination format

Spoken ESOL for Young Learners is a speaking test consisting of a one-to-one interview conducted by an interlocutor appointed by the centre. The interlocutor's job is to facilitate the candidate's spoken performance by asking questions and setting up speaking tasks.

The interlocutor must be a suitably qualified and experienced teacher of English.

The examination is available at two levels: Basic and Elementary. The examination follows the same format at each level and is divided into four parts:

- Part 1 – Giving personal information
- Part 2 – Communication in everyday situations
- Part 3 – Exchanging information to perform a task
- Part 4 – Speaking about a selected topic.

#### Part 1 – Giving personal information

The aim of this part is to settle the candidate and to elicit personal and everyday information. The interlocutor first asks the candidate's name and then asks for the spelling of their family name.

The interlocutor then selects further questions from the form. The questions allow the candidate to give personal information and should produce a natural interaction in the time allowed.

#### Part 2 – Communicating in everyday situations

The aim of this part is to test the candidate's use of functional language in a range of real-life situations. At both levels, the candidate chooses three situations from five and these dialogues will usually involve only one or two exchanges with the interlocutor. At the beginning of this part, the interlocutor asks for the letters of the chosen situations and makes note of them. The interlocutor then reads aloud the extract words given for the chosen situations, which signals the immediate start of the dialogue. The interlocutor guides the interaction and supports the candidate.

Some situations require the interlocutor to start the exchange, eg: *Your parents ask what you want to do for your birthday. Tell them.*

A typical dialogue might be as follows:

**Interlocutor:** So, what would you like to do for your birthday?

**Candidate:** I'd like to have a party with my friends from school

**Interlocutor:** Do you want to invite your cousins too?

**Candidate:** Good idea!

Other situations require the candidate to start the exchange, eg: *You want to go to the park to play. Ask where it is.*

A typical dialogue might be as follows:

**Candidate:** Excuse me. Can you tell me if there's a park near here?

**Interlocutor:** Yes, there's one near the school

**Candidate:** Is it far?

**Interlocutor:** No. Just five minutes walk.

### **Part 3 – Exchanging information to perform a task**

The aim of this part is to test the candidate's ability to use English to give and receive information in order to perform a communicative task. The task topics do not require the candidate to have specialist knowledge. The interlocutor and the candidate exchange information in order to perform the tasks.

### **Part 4 – Speaking about a selected topic**

The aim of this part is to test a candidate's ability to speak at greater length with minimal participation from the interlocutor. This part of the test gives the candidate the opportunity to demonstrate their range and fluency in English. At each of the two levels, the candidate brings an object to the exam room to talk about for two minutes with prompting, if necessary, from the interlocutor. The interlocutor will interject with questions to prevent candidates from giving a pre-rehearsed speech. Some candidates bring a personal photo (family, friends), others bring in an object like a mobile phone an item of clothing or a piece of jewellery.

## 2 Spoken ESOL for Young Learners

### 2.3 Examination content

The content of Spoken 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 Spoken ESOL for Young Learners

### 2.4 Assessment

The Spoken ESOL for Young Learners examination is assessed according to a set of criteria which the examiner applies at each level. The skills being tested at each of the two levels will be determined by the nature of the specific tasks.

At both levels of the exam, there are three focus areas:

- Communication
- Accuracy
- Range and Fluency.

The areas of focus for each of the four parts of the exam are as follows:

**Part 1: Giving personal information:** Communication and Accuracy

**Part 2: Communicating in everyday situations:** Communication, Accuracy, Range and Fluency

**Part 3: Exchanging information to perform a task:** Communication, Range and Fluency

**Part 4: Speaking about a selected topic:** Communication, Accuracy, Range and Fluency

#### Communication

The communication criteria are designed to measure the candidate's ability to operate in the real world eg: to invite a friend to a party or to speak about a recent family holiday. To reach a satisfactory standard at each level entered, candidates need to interact convincingly and appropriately with some tolerance on the part of the listener.

#### Accuracy

The accuracy criteria are designed to measure a candidate's ability to use English at an appropriate level in terms of grammar, vocabulary (lexis), pronunciation, stress and intonation. Grammatical and lexical errors are acceptable at all levels when ambitious language is attempted, as long as errors do not impede communication and a candidate is able to repair any breakdown in communication.

#### Range and fluency

The range criteria are designed to measure a candidate's ability to select effectively from a language repertoire appropriate to the level entered. A candidate may show little stylistic variation with a narrow choice of structure and lexis.

The fluency criteria are designed to measure a candidate's ability to produce language without undue hesitation, using pausing to marshal thought rather than to search for language.

## 2 Spoken ESOL for Young Learners

### 2.5 Overview of the marking criteria

An appropriate marking criteria is used for each level of the examination, which is based on three scales: Accuracy, Communication, Range & Fluency

		Maximum total marks
<b>Part 1</b>	Accuracy, Communicative ability	6
<b>Part 2</b>	All three scales	9
<b>Part 3</b>	Communicative ability, Range and fluency	6
<b>Part 4</b>	All three scales	9
		30

#### Accuracy (grammar, vocabulary, punctuation)

Mark	Descriptor	
	Basic level	Elementary level
3	Does not make mistakes with letters, numbers of when giving basic personal information	Can handle simple verb forms accurately and vocabulary is adequate for simple everyday situations
2	Makes few mistakes with the above	Makes few mistakes
1	Few correct utterances	Few correct utterances
0	Totally inadequate performance	Totally inadequate performance

#### Communication

Mark	Descriptor	
	Basic level	Elementary level
<b>3</b>	Would achieve aims in a real life situation of the kind set in the examination	Would achieve aims in a real life situation of the kind set in the examination
<b>2</b>	Some tolerance and clarification needed for aims to be achieved	Some tolerance and clarification needed for aims to be achieved
<b>1</b>	Would be unlikely to achieve the aim required	Would be unlikely to achieve the aim required
<b>0</b>	Would not achieve the aims in a real life situation	Would not achieve the aims in a real life situation

## Range and Fluency

	<b>Descriptor</b>	
<b>Mark</b>	<b>Basic level</b>	<b>Elementary level</b>
<b>3</b>	Demonstrates a sound basic ability at English. Responds appropriately to questions and simple changes of direction in the conversation. Makes appropriate one or two word utterances without being prompted	Demonstrates a sound elementary ability at English. Responds appropriately to questions and simple changes of direction in the conversation. Makes one or two sentence utterances without being prompted.
<b>2</b>	The candidate's range and fluency are generally good but s/he has some weaknesses	The candidate's use of spoken English is generally good but s/he has some weaknesses
<b>1</b>	Use of English is generally weak in terms of range of language used and ability to handle changes of direction in conversational exchanges	Use of English is generally weak in terms of range of language used and ability to handle changes of direction in conversational exchanges
<b>0</b>	Totally inadequate performance	Totally inadequate performance



## 2 Spoken ESOL for Young Learners

### 2.6 Issuing results

The marks for the four parts are given in the table below. Each focus area (communication, accuracy, range and fluency) is marked out of three and the total number of marks is 30.

<b>Part</b>	<b>Focus Areas</b>			<b>Marks</b>
<b>1</b>	Communication	Accuracy		6
<b>2</b>	Communication	Accuracy	Range and Fluency	9
<b>3</b>	Communication	Range and Fluency		6
<b>4</b>	Communication	Accuracy	Range and Fluency	9

#### **First Class Pass**

A first class pass is awarded when a candidate achieves 23/30 marks or more with at least one maximum mark of 3/3 in each of the focus areas – communication, accuracy, range and fluency

Candidates who achieve a First Class Pass must also perform consistently throughout and avoid a mark of 0/3 in any part of the exam.

#### **Pass**

A pass is awarded when the candidate achieves 18/30 on the whole paper.

#### **Fail**

A fail is given when a candidate fails to achieve 18 marks overall on the paper. In the case of a fail, a performance report is issued.

## 2 Spoken ESOL for Young Learners

### 2.7 Performance codes

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.

<b>Spoken ESOL for Young Learners</b>		
<b>8969-01-001 (Basic)</b>		
<b>8969-02-002 (Elementary)</b>		
<b>Performance Codes</b>		
AA	Narrow fail	AA
AB	Insufficient work submitted	AB
AD	Accuracy standard not met	AD
DJ	Communication weak	DJ
DK	Range of language limited	DK
DL	Fluency poor	DL
DM	Pronunciation	DM
DN	Comprehension inadequate	DN

## 3 Information for centres

### 3.1 Administration of the examination

#### Preparation for the examination

The actual examination session should not be the first session for either the interlocutor (local assessor) or the candidate. Mock examination sessions, which adhere strictly to the rules and time limits, should be run before the actual examination. The staff, venue and equipment should all be trialled in advance and any difficulties should be noted in order to take remedial action.

**Before the examination day candidates need to know what to expect and, more particularly, they should be made aware that they need to bring something to talk about during part 4 of the examination.**

#### Centre

To run the examination a preparation room and an examination room, an invigilator and an interlocutor are needed. Centres should use rooms that are close together and are not affected by noise and ensure that a notice such as **Exam in Progress** is on the examination room door. The examination room must have two chairs, a sound recorder and a power point. A table will be needed for examination materials and for positioning the sound recorder at an appropriate height. It is the responsibility of the centre to provide the best possible conditions for recording.

**Please note: It is vital to ensure that there is no background noise affecting the sound recording and that the candidate and interlocutor voices are easily heard on the recording. Otherwise, a poor quality recording may impact on the assessment of the candidate's performance.**

Before the examination, centres should check the recording equipment in the examination room by making a sample recording in order to assess the acoustic quality of the room and the quality of the recording. The microphone should be directed more towards the candidate but it must be ensured that the interlocutor is also clearly recorded. If possible, centres should use separate microphones for candidate and interlocutor, as this will produce a much clearer recording. If possible, use new recording materials rather than re-using old ones and have a second sound recorder and spare media (cassettes, CDs etc) available in case of problems.

The examination material should be handed to the interlocutor in the examination room by the examination secretary one hour before the beginning of the examination.

#### Invigilator

The invigilator's role is to supervise the preparation room. First they must ensure that the candidate completes their details on their candidate mark sheet. The candidate is then given a preparation sheet and the use of an English-English dictionary and is told "*You have N minutes preparation time, starting now*". The invigilator must not communicate further with the candidate except to tell them when to go into the examination room. The invigilator must ensure that the candidate takes their completed form (mark sheet) and their preparation sheet into the examination room and that (for Part 4 at both levels) candidates also take in an object to talk about. If candidates have not brought an object to talk about, the interlocutor must have a supply of pictures/objects ready for candidates to choose from.

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.

### **Interlocutor**

The interlocutor must be a suitably qualified and experienced teacher of English and may be the candidate’s own teacher of English.

The examination cannot be administered without preparation and the interlocutor must be familiar with the content and format of the examination well before the actual examination session.

The examination secretary should give the interlocutor the examination material one hour before the exam. This time must be used for becoming familiar with the content of the examination and making sure the recording equipment is working properly, that there is a sufficient supply of recording media (cassettes, CDs etc) and a spare sound recorder in case of a break-down. Candidates must be recorded in the same order as they appear on the attendance register / candidate result entry form.

At the beginning of the exam, the interlocutor must:

- collect the candidate’s individual mark sheet, and
- enter the candidate’s name on candidate result entry form.

At the beginning of the examination, the interlocutor should switch on the sound recorder and record the following:

**“City & Guilds Spoken ESOL for Young Learners examination, (level), (date)”**

Before each candidate, the interlocutor should say the following:

**“(candidate name), test begins”**

<p><b>Please note: Centres will provide their own cassettes/CDs and these will not be returned to the centre.</b></p>
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If using a cassette, the tape needs to be run for a few seconds before starting the examination.

Each part of the examination should be recorded as indicated on the examination paper. In Part 3, it is not necessary to cover all gaps in the stimulus material once sufficient exchanges have been made.

At the end of each candidate’s examination the interlocutor should record:

**“(Candidate’s name) – end of examination.”**

Once this has been done the sound recorder should be switched off until the next candidate is ready to begin. All candidate material should be handed back to the invigilator at the end of the examination.

Once all the candidate interviews have been completed i.e. at the end of the entire examination session the interlocutor should record:

**“Spoken ESOL for Young Learners examination, (level), (date).  
End of examination session.”**

After the examination the candidate mark sheet needs to be collected and collated with the appropriate candidate results entry form and signed attestation form.

**Cassettes/CDs must be clearly labelled with the centre name and number and candidate names listed in the order recorded. Only one exam level should be recorded on each cassette or CD and there should not be recordings for both basic and elementary levels on the same cassette/CD.**

If any candidate’s examination has not been recorded properly, the examination may be administered again, announcing:

**“(Candidate’s name) – rerecording because of technical problems.”**

This should be supported by a signed statement from the interlocutor and the invigilator.

## 3 Information for centres

### 3.2 Advice to interlocutors

The interlocutor should be sympathetic and supportive. Their aim is to help the candidate perform to the best of their ability. The following guidelines will help the interlocutor achieve this objective.

#### General advice

- Do not dominate the interaction.
- Do not pitch the language level too high or too low.
- Make sure there is enough media capacity (cassette/CD) to record a complete examination.
- At the end of the examination, if using cassettes, rewind the tape.
- Write each candidate's name on the cassette/CD in the order they are recorded.
- Make regular checks between candidates' examinations to ensure that the cassette/CD is recording properly.

#### Part 1

- Give the candidate every chance to give the required information, remembering that it is not necessary to ask all the questions.
- Do not write anything except the candidate's name

#### Part 2

- Ask the candidate for the letters of the three chosen situations and make a note of them.
- Immediately initiate or signal for candidate to initiate dialogue.
- Enter into the role appropriately and naturally, giving the candidate every chance to speak.
- Do not dominate the interaction.

#### Part 3

During the hour before the examination ensure that all materials, requirements and instructions for this section of the examination are clear.

- Plan a few possible prompts and questions for use during the examination.
- Avoid falling into the role of teacher i.e. giving corrections or providing vocabulary.
- Make sure that the prompts and questions vary from candidate to candidate.
- It is important to keep to the time allocated even if the task is not completed.
- Wherever possible ask open ended rather than yes/no questions eg **not** "Did you like school?" Yes/NO **but instead** "How did you feel about school?"

#### Part 4

Candidates should be encouraged to develop the topic in any way possible. They are not penalised for a certain amount of digression.

To prevent candidates from presenting a prepared speech, interjections to seek clarification or expansion should be made. The interlocutor's role is to develop and extend the interaction.

## 3 Information for centres

### 3.3 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.

#### **Operating procedures – general requirements**

All centres offering the City & Guilds ESOL for Young Learners qualifications will have to meet the full requirements for the assessment procedures as detailed in this qualification handbook.

This includes the provision of:

- appropriately qualified staff to facilitate the spoken performance of the candidate.
- facilities for assessments to be undertaken at appropriate times under conditions required by City & Guilds. To run this examination, in addition to an examination room, there is a requirement for reliable sound recording equipment to. It is the responsibility of the centre to provide the best possible conditions to enable a good recording of the candidates performance. We recommend that centres check the reliability of the equipment and the audibility of the cassette or CD prior to starting the examination.

## **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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**Published by City & Guilds  
1 Giltspur Street  
London  
EC1A 9DD  
T +44 (0)20 7294 2800  
F +44 (0)20 7294 2400  
[www.cityandguilds.com](http://www.cityandguilds.com)**

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