Ascentis Certificate in ESOL International (Reading, Writing, Speaking, and Listening)

Entry 1 / CEFR Level A1 (Beginner)
Entry 2 / CEFR Level A2 (Elementary)
Entry 3 / CEFR Level B1 (Intermediate)
Level 1 / CEFR Level B2 (Independent)
Level 2 / CEFR Level C1 (Advanced)
Level 3 / CEFR Level C2 (Proficient)

Specification

Ofqual Number:

Entry 1 / A1	**610/7655/7**
Entry 2 / A2	**610/7656/9**
Entry 3 / B1	**610/7657/0**
Level 1 / B2	**610/7658/2**
Level 2 / C1	**610/7659/4**
Level 3 / C2	**610/7660/0**

Ofqual Start Date:	01/08/2026
Ofqual Review Date:	31/07/2029
Ofqual Certification Review Date:	31/07/2030

SUMMARY OF CHANGES

Version and Date	Change Detail	Section
16th July 2026	*Centre Recognition / Qualification Approval* detail updated. Handbook name updated.	Page 11 and Page 15.
21st October 2026	Revision of marking boundary tables	Page 16 and Page 17

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 50 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS CERTIFICATE IN ESOL INTERNATIONAL

Introduction

English has long been recognised as one of the principal languages of international communication and business throughout the world. Increasingly employers and academic institutions are seeking applicants with high-level English language skills during their recruitment process. The Ascentis Certificate in ESOL International offers candidates the opportunity to demonstrate their skills according to internationally recognised standards to support their educational or professional progression.

The Ascentis Certificate in ESOL International is a regulated qualification, designed for non-native speakers who wish to develop the broad range of language skills required to achieve an internationally recognised qualification in English that is also recognised worldwide. These qualifications suit learners who are preparing for entry to higher education or professional work/employment in the UK or overseas.

The qualification aligns to the Common European Framework of Reference for Languages (CEFR) as illustrated in the below table:

Level	Description
Ascentis Entry Level 1 Certificate in ESOL International (A1)	Learners can use very simple language to communicate personal information and immediate needs, and they can write basic words and short phrases, including simple personal details by using prompts.
Ascentis Entry Level 2 Certificate in ESOL International (A2)	Learners understand and communicate in frequently used expressions and basic sentences. They can exchange information with others about familiar settings, such as their home, local area, and workplace. They use their language skills to perform routine tasks in these settings. They understand short and simple texts on familiar topics. Learners can understand phrases and common expressions related to areas of immediate personal relevance, such as shopping, local geography, and employment, when speech is clear and slow. They can write short, simple notes, messages, and personal letters that describe experiences, events, and immediate needs using basic sentence structures.
Ascentis Entry Level 3 Certificate in ESOL International (B1)	Learners understand and make themselves understood clearly on regular issues in work, school, as well as leisure scenarios, and while travelling. They attempt to connect ideas in spoken and written language. They can use simple descriptive language to detail their plans, experiences, and hopes. They can use simple argumentative language to express their standpoints on topics of personal interest. They can understand the gist of longer texts on familiar topics. Learners are able to follow the key ideas in clear, everyday speech and in straightforward texts that relate to familiar areas of life, including work, study, leisure, and daily routines. They can also put together short, connected pieces of writing that describe events, experiences, and plans, and they are able to explain their views by giving simple reasons.
Ascentis Level 1 Certificate in ESOL International (B2)	Learners understand and discuss the main ideas of abstract and concrete topics, using a range of more complex language. They can communicate independently in spoken and written language. They can use descriptive language and organisational features to discuss a wide range of topics. They can understand the gist of texts on unfamiliar topics. Learners are able to contribute confidently to discussions without making communication difficult for themselves or others. They can also create well-structured spoken and written texts on many different topics, presenting their ideas clearly and backing them up with straightforward reasons or comparisons.

Ascentis Level 2 Certificate in ESOL International (C1)	Learners understand and communicate about implicit meaning in challenging texts and interactions. They can express themselves flexibly, fluently and effectively for varied purposes in their social, professional, and academic settings. They can structure clear and detailed text on complex topics, using appropriate organisational and cohesive devices. They can understand and respond to unfamiliar or abstract topics. Learners adjust their language to suit different audiences and levels of formality while also recognising and interpreting implied viewpoints, and nuanced meanings in longer spoken and written texts.
Ascentis Level 3 Certificate in ESOL International (C2)	Learners understand and make themselves understood clearly, and they can express themselves fluently, accurately, and effortlessly across social, professional, and academic environments. They can summarise information and paraphrase arguments. They can structure and deliver coherent presentations. They can express themselves spontaneously and precisely in relation to the tone and attitude of varied viewpoints and complex subjects.

The conversion table references the Common European Framework of Reference for Languages. Modern Languages Division, Council of Europe (2001) 'Common Reference Levels: global scale'. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Available at: https://rm.coe.int/1680459f97(Accessed: 19 April 2023).

There are several features of this qualification that make it very appropriate for its target learners:

- Strong alignment between the Common European Framework of Reference for Languages (CEFR) and the Ascentis designed task-based controlled assessments.
- Externally set assessments are marked internally by centre assessors and subsequently subject to external verification by Ascentis.
- Assessment criteria and mark schemes are designed to be accessible, user friendly and sufficiently detailed to support reliable and consistent assessment decisions
- Assessment scheduling is flexible with dates determined by individual centres to suit local delivery requirements rather than being fixed by Ascentis.

Target Group, Aims, and Structure of the Qualification

This qualification is targeted at non-native speakers of English who wish to develop their language skills and have their achievements recognised internationally.

The aims of the qualification are to:

- Provide learners with the language skills in order to be able to live, study, and work successfully in an English-speaking environment
- Promote the development of English language skills in the international community
- Provide learners with qualifications recognised by employers and academic institutions internationally
- Promote the recruitment of candidates with strong English language competency into academic institutions and workplaces

The qualification is divided into four units by skill:

- Reading
- Writing
- Listening
- Speaking

All units are mandatory for the achievement of the full qualification.

Target Group

These qualifications are aimed at a range of learners, including those who:

- would like to attend an English Language course, in the UK or overseas
- are learning English in schools or colleges as part of their curriculum
- need English for working purposes
- require an internationally/externally recognised certificate to evidence their English Language level/proficiency
- are taking courses over time and require a series of graded exams that support their progression in English language proficiency
- are attending a course at international / independent schools, in the UK or overseas.

Regulation Codes

Ascentis Entry Level 1 Certificate in ESOL International (A1)	610/7655/7
Ascentis Entry Level 2 Certificate in ESOL International (A2)	610/7656/9
Ascentis Entry Level 3 Certificate in ESOL International (B1)	610/7657/0
Ascentis Level 1 Certificate in ESOL International (B2)	610/7658/2
Ascentis Level 2 Certificate in ESOL International (C1)	610/7659/4
Ascentis Level 3 Certificate in ESOL International (C2)	610/7660/0

Rules of Combination

Learners must complete all mandatory units at the level of the qualification to gain the Ascentis Certificate in ESOL International.

Ascentis Entry Level 1 Certificate in ESOL International (A1)				
Title	Level	GLH	Credit value	Unit reference
Reading	Entry 1	20	2	K/652/1981
Writing	Entry 1	30	3	L/652/1982
Listening	Entry 1	25	3	M/652/1983
Speaking	Entry 1	30	3	R/652/1984

Ascentis Entry Level 2 Certificate in ESOL International (A2)				
Title	Level	GLH	Credit value	Unit reference
Reading	Entry 2	20	2	T/652/1985
Writing	Entry 2	30	3	Y/652/1986
Listening	Entry 2	25	3	A/652/1987
Speaking	Entry 2	30	3	D/652/1988

Ascentis Entry Level 3 Certificate in ESOL International (B1)				
Title	Level	GLH	Credit value	Unit reference
Reading	Entry 3	25	3	F/652/1989
Writing	Entry 3	25	3	K/652/1990
Listening	Entry 3	35	4	L/652/1991
Speaking	Entry 3	35	4	M/652/1992

Ascentis Level 1 Certificate in ESOL International (B2)				
Title	Level	GLH	Credit value	Unit reference
Reading	Level 1	40	4	R/652/1993
Writing	Level 1	50	5	T/652/1994
Listening	Level 1	40	4	Y/652/1995
Speaking	Level 1	40	4	A/652/1996

Ascentis Level 2 Certificate in ESOL International (C1)				
Title	Level	GLH	Credit value	Unit reference
Reading	Level 2	45	5	D/652/1997
Writing	Level 2	65	7	F/652/1998
Listening	Level 2	45	5	H/652/1999
Speaking	Level 2	65	7	Y/652/2000

Ascentis Level 3 Certificate in ESOL International (C2)				
Title	Level	GLH	Credit value	Unit reference
Reading	Level 3	70	7	A/652/2001
Writing	Level 3	90	9	D/652/2002
Listening	Level 3	70	7	F/652/2003
Speaking	Level 3	90	9	H/652/2004

Guided Learning Hours (GLH)

The recommended guided learning hours for each qualification is as follows:

Entry Level 1 (A1) 105 GLH for all units, 20 GLH for Reading, 30 GLH for Writing, 25 GLH for Listening and 30 GLH for Speaking.

Entry Level 2 (A2) 105 GLH for all units, 20 GLH for Reading, 30 GLH for Writing, 25 GLH for Listening and 30 GLH for Speaking.

Entry Level 3 (B1) 120 GLH for all units, 25 GLH for Reading, 25 GLH for Writing, 35 GLH for Listening and 35 GLH for Speaking.

Level 1 (B2) 170 GLH for all units, 40 GLH for Reading, 50 GLH for Writing, 40 GLH for Listening and 40 GLH for Speaking.

Level 2 (C1) 220 GLH for all units, 45 GLH for Reading, 65 GLH for Writing, 45 GLH for Listening and 65 GLH for Speaking.

Level 3 (C2) 320 GLH for all units, 70 GLH for Reading, 90 GLH for Writing, 70 GLH for Listening and 90 GLH for Speaking.

The expectation for these Ascentis qualifications is that the learner should follow a taught course of at least 30 hours.

Any centre that wishes to offer less than the GLH (or no taught course element) should contact the Ascentis office. A centre would then be reviewed on its own merits.

In order to be approved to offer a “test only” delivery of the qualification, the criteria likely to be considered are:

- The length of time that the qualification has been delivered by the centre
- The experience of the staff team
- Evidence of consistent sound delivery. For example, no action points being raised by the external verifier at recent verification visits
- The provision of specific training for assessors regarding good practice in assessing candidates who have not taken a taught course

Total Qualification Time (TQT)

The recommended guided learning hours for each qualification is as follows:

Ascentis Certificate in ESOL International Entry Level 1 (A1) (150) TQT
35 TQT for Reading, **35** TQT for Writing, **40** TQT for Listening and **40** TQT for Speaking.

Ascentis Certificate in ESOL International Entry Level 2 (A2) 220 TQT,
55 TQT for Reading, **50 TQT** for Writing, **60 TQT** for Listening and **55 TQT** for Speaking.

Ascentis Certificate in ESOL International Entry Level 3 (B1) 290 TQT,
70 TQT for Reading, **75 TQT** for Writing, **75 TQT** for Listening and **70 TQT** for Speaking.

Ascentis Certificate in ESOL International Level 1 (B2) 300 TQT,
80 TQT for Reading, **85 TQT f**or Writing, **65 TQT f**or Listening and **70 TQT** for Speaking.

Ascentis Certificate in ESOL International Level 2 (C1) 360 TQT,
90 TQT for Reading, **100 TQT** for Writing, **85 TQT** for Listening and **85 TQT** for Speaking.

Ascentis Certificate in ESOL International Level 3 (C2) 370 TQT,
90 TQT for Reading, **100 TQT** for Writing, **85 TQT** for Listening and **95 TQT** for Speaking.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience.

Ascentis will recognise prior attainment in **one** component of the qualification (Reading, Writing, Speaking or Listening). This component must be aligned in academic level and content as that of the Ascentis qualification and must show clear alignment of CEFR-level content. All prior attainment requests are made via formalised process and subject to a case-by-case approval by Ascentis.

Age Range of Qualification

This qualification is suitable for young people aged 16+ and adult learners.

Opportunities for Progression

These qualifications are made up of three Entry levels (A1, A2, B1), Level 1 (B2), Level 2 (C1) and Level 3 (C2). Learners may progress through the levels from Entry 1 (A1) to Level 3 (C2) by successfully achieving each level in turn.

Mapping / Relationship to National Occupational Standards

The qualification aligns to the Common European Framework of Reference for Languages (CEFR).

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre at www.ascentis.co.uk.

Centres must have Centre recognition and qualification approval to deliver Ascentis Certificate in ESOL International assessments. Ascentis has specific measures in place to ensure the rigorous Quality Assurance of the Ascentis Certificate in ESOL International qualification. These include:

- The practice of a two-year rule to demonstrate sound and sustainable performance. Centres typically need to be in operation for a minimum of two years before the Ascentis Certificate in ESOL International can be approved for delivery.
- Unannounced EQA visits during assessments for the Speaking component - may be remote/virtual via Teams (where applicable - see Ascentis Certificate in ESOL International - Instructions for Conducting Controlled Assessments for additional guidance)
- All records of assessments and internal quality assurance to be kept in centre for three years for auditory purposes.

Once approved, Ascentis will deliver subject specific training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. This training must take place before your centre undertakes any assessments. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present. Your EQA will contact you to arrange a mutually convenient date for this training.

Registration

Candidates **MUST** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date. Guidance can be downloaded from the Ascentis website in the Customer Centre at www.ascentis.co.uk. Learners registered on the individual awards who complete the necessary rules of combination may claim the full certificate. The claim form for the full certificate may be found on the Ascentis website in the Resources/Key Documents section.

Status in England, Wales and Northern Ireland

In addition to these qualifications being offered internationally, they are also available in England, Wales and Northern Ireland. They are offered in English only.
Centres wishing to deliver them should contact Ascentis office.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every effort to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and

special considerations are available from the Customer Centre area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Inclusive Statements

Ascentis ESOL International assessments are intended to be as inclusive as possible to a wide range of candidates without affecting the integrity of the qualification. This includes:

Speaking and Listening units

- Can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working
- Does not depend on the use of written language or requires the individual/s with whom the learner is communicating to be able to read
- Where written instructions are issued to learners, the use of a human reader may be permitted.

Reading

- Text is defined as materials that include the use of words that are written, printed, on screen or presented using Braille
- A human reader cannot be used to demonstrate the requirements of the standards for reading, as this does not meet the requirements for independence
- An electronic reader may be used under certain conditions, where its use does not impact on the assessment of the learner's reading ability.

Writing

- Text is defined as materials that include the use of words that are written, printed, on screen, or presented using Braille and which are presented in a way that is accessible for the intended audience
- A human scribe, speech recognition technology or other writing aid may be used under certain conditions, where its use does not compromise the valid assessment of the learner's own skills.

Any reasonable adjustments need to be in line with the reasonable adjustments policy as this will outline what adjustments can be made per unit type. Please see the Ascentis website for the most up-to-date policy.

Inclusive Assessment Design

Ascentis is committed to ensuring that all assessments are designed to be fair, accessible, and inclusive for a diverse, international cohort of learners. In developing assessment materials, the following principles are applied:

Avoidance of Bias

Assessment materials are subject to review and monitoring to ensure that they do not disadvantage learners from particular cultural, linguistic or educational backgrounds. Content is designed to avoid bias relating to protected characteristics and to prevent the use of stereotypes or culturally specific assumptions that could impact learner performance.

Neutrality of Context

Assessment tasks are developed using contexts that are internationally relevant and accessible. Materials do not rely on knowledge of specific cultural, geographical or social contexts—such as UK-specific references—unless these are directly relevant to the skill being assessed. This ensures that learners are assessed on their language ability rather than their familiarity with a particular cultural setting.

Accessibility of Language

The language used in assessment tasks, instructions, and supporting materials is appropriate to the level being assessed, in line with CEFR descriptors. Unnecessary linguistic complexity is avoided so that learners are able to demonstrate their language skills without being hindered by inaccessible or overly complex language structures.

Flexibility in Assessment

Recognising the diverse educational and cultural backgrounds of learners, Ascentis adopts a flexible approach to assessment delivery where appropriate. This includes:

- the use of varied task types to support different ways of demonstrating competence
- consideration of reasonable adjustments in line with policy
- assessment scheduling that accommodates different delivery contexts

This approach supports equitable access while maintaining the validity and reliability of the assessment.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*[1]. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website in the Customer Centre at www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

[1] In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

Assessment

Task-based Controlled Assessment

The Ascentis Certificate in ESOL International is assessed through the completion of externally set tasks written by Ascentis. Separate assessment papers are available to assess the Reading, Writing, Listening, and Speaking units of the qualification. The Listening component is accompanied by a recording to be delivered during assessment. Assessments are provided by Ascentis as an on-demand bank: they may be taken at centres when the learners are ready throughout the academic year.

Mark schemes are provided for all assessment components and include detailed criteria to support reliable and consistent judgements.
For the Reading, Writing and Listening components, which constitutes 75% of the qualification, all learners responses are externally marked by Ascentis to ensure standardisation and quality assurance.
Centre assessors are responsible for applying the mark schemes only for internally assessed components, using the detailed guidance to support accurate assessment decisions.

The centre must retain evidence of the assessments for 4 weeks after the date of the external verification in case of appeal.

A bank of assessments is written and provided by Ascentis. After centres have registered learners via the Ascentis electronic portal, they will have access to this bank of assessments at the relevant level. Once downloaded, these must be stored in centres under secure conditions. Centres will also be able to download a file for the Listening assessments.

Three sets of live assessments will be made available per academic year. If a learner does not achieve a pass on their first attempt, two opportunities to resit the assessment are available. Further teaching and learning must take place prior to a resit being taken.

This specification provides an indication of the kind of assessments the learner is going to be asked to perform and of the skills to be assessed. However, the exact content of the task is not made available. The ‘live’ tasks cannot be altered or amended and must be carried out by the learner under supervised conditions. Ascentis will provide tasks for each unit at each level and a guide time for the completion of the tasks is given for the guidance of tutors.

Learners cannot be assessed through the same task more than once. If a learner is unsuccessful in an assessment he/she may be given another opportunity for assessment, but this must be through a different task. It is a centre’s responsibility to monitor the use of the assessments and their security.

Access and Storage of Assessment Materials

Electronic copies of assessment papers, assessor guidance and mark schemes, as well as audio recordings will be accessible to centres by downloading from the Ascentis electronic portal. The assessment materials are available on demand, but they must only be accessed when needed for assessment purposes. **Live assessment materials** (and tasks / scenarios within them) **must not be used in centres as practice materials**.

Live assessment materials must not be downloaded and stored on centre computers or other electronic devices. **They must never be emailed or shared electronically in any way**. They must only be downloaded and printed when needed for assessment delivery. They must be stored under secure conditions until the assessment time and remain confidential from learners until the start of their assessment. Centres are required to implement procedures for the secure storage and movement of live assessment materials. The contents of live papers that have already been completed by some candidates must remain confidential from other learners.

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The Reading, Writing, Speaking and Listening components shall be delivered within the centre and must be conducted under controlled assessment conditions. Centres must ensure that learners are not able to communicate with one another or access unauthorised materials at any point during the assessment.
The use of dictionaries or electronic devices is not permitted during any of the assessments.
All assessment materials must be securely accessed and downloaded by centres via the Ascentis electronical portal (SARAS), in accordance with specific requirements.
Centres are required to complete an attendance list for each unit (Reading, Writing, Speaking and Listening) Attendance lists are available via the Ascentis electronic portal.
Centres must refer to the *Ascentis Certificate in ESOL international Handbook* for further guidance and requirements.

1. Ascentis-Assessed Components (Reading, Writing and Listening – 75%)

The Reading, Writing and Listening components shall be assessed by means of external set, paper-based assessments provided by Ascentis. All assessment materials shall be marked and verified by Ascentis.
Assessments must be conducted under controlled conditions, with appropriately appointed invigilators present throughout the assessment.
The Listening component is assessed through recorded listening tasks. Learners will listen to two or three recordings (depending on the level of assessment) and answer questions based on gist, details and response to instructions.

- Tutors/invigilators may explain the nature of the task and read out the questions.
- They must not assist learners with the listening tasks.
- Written responses are required.
- At Entry Level 1 the tutor/invigilator may write down the learner's answer if necessary. This is not permitted at other levels unless reasonable adjustments or special consideration applies.

Assessment papers shall be released to centres via the secure Ascentis electronic portal (SARAS) within a defined and controlled download window. Centres must ensure that all materials are handled and stored securely.
Following completion of the assessments:

- Centres must scan all completed scripts
- Upload them to SARAS in line with prescribed technical standards and timescales

Only work produced and completed under supervised conditions may be submitted as evidence.

2. Centre-Assessed Component (Speaking – 25%)

The Speaking unit shall be assessed by means of an oral assessment task set by Ascentis and conducted within the centre.
A suitably qualified assessor must be present for the Speaking assessment.
The Speaking component:

- Shall be internally assessed by the centre
- Must be internally verified by an Internal Quality Assurer (IQA)
- Is subject to external quality assurance by an Ascentis External Quality Assurer (EQA)

Assessment decisions must be recorded using the Ascentis-devised marking grid.

Evidence Requirements

- A video recording of the assessment is required
- A separate audio-only recording must be provided as a contingency
- At the start of each recording, both the candidate and assessor must clearly state:

Full names

Date of assessment

Level of the task undertaken

All evidence must be collected and uploaded within required timescales. All candidates' evidence must be made available for external verification.

If any indication of malpractice or maladministration arises, Ascentis reserves the right to require video recording of Speaking assessments at all levels to confirm correct assessment practices and protect qualification integrity.

Timings

Assessment materials contain guide times or word counts for completing tasks. These times are approximate and are provided for the guidance of tutors in order to help them plan assessment sessions.

Award of the Qualification

This qualification is offered at levels E1/A1, E2/A2, E3/B1, L1/B2, L2/C1, and L3/C2.

Overall achievement at each level is graded Pass / Fail and the pass mark for **all units at all levels is 50%**. Numerical marks for tasks within each unit and level are detailed below.

	Total Marks				
Level	**Reading**	**Writing**	**Listening**	**Speaking**	**Pass**
Entry 1 / A1	30	30	30	20	50%
Entry 2 / A2	30	30	30	20	50%
Entry 3 / B1	40	40	40	20	50%
Level 1 / B2	40	32	40	20	50%
Level 2 / C1	40	32	40	20	50%
Level 3 / C2	40	32	40	20	50%

The total numerical mark per unit will be calculated into a percentage to show achievement in each skill. The method for assigning percentages for achieving levels in each skill is explained below.

Reading

A1-A2: Tasks A, B, C (pass threshold: 15/30 marks)
B1-B2: Tasks A, B, C, D (pass threshold: 20/40 marks)
C1-C2: Tasks A, B, C, D (pass threshold: 20/40 marks)

Reading						
Level	**Fail**	**50-59%**	**60-69%**	**70-79 %**	**80-89%**	**90-100 %**
	Marks					
A1	0-14	15-17	18-20	21-23	24-26	27-30
A2	0-14	15-17	18-20	21-23	24-26	27-30
B1	0-19	20-23	24-27	28-31	32-35	36-40
B2	0-19	20-23	24-27	28-31	32-35	36-40
C1	0-19	20-23	24-27	28-31	32-35	36-40
C2	0-19	20-23	24-27	28-31	32-35	36-40

Writing

A1-A2: Tasks A & B (pass threshold: 15/30 marks)
B1: Tasks A & B (pass threshold: 20/40 marks)
B2-C2: Tasks A & B (pass threshold: 16/32 marks)

Writing						
Level	Fail	50-59%	60-69%	70-79 %	80-89%	90-100 %
	Marks					
A1	0-14	15-17	18-20	21-23	24-26	27-30
A2	0-14	15-17	18-20	21-23	24-26	27-30
B1	0-19	20-23	24-27	28-31	32-35	36-40
B2	0-15	16-18	19-21	22-25	26-28	29-32
C1	0-15	16-18	19-21	22-25	26-28	29-32
C2	0-15	16-18	19-21	22-25	26-28	29-32

Listening

A1-A2: Tasks A, B, C (pass threshold: 15/30 marks)
B1-B2: Tasks A, B, C, D (pass threshold: 20/40 marks)
C1-C2: Tasks A, B, C, D (pass threshold: 20/40 marks)

Listening						
Level	Fail	50-59%	60-69%	70-79 %	80-89%	90-100 %
	Marks					
A1	0-14	15-17	18-20	21-23	24-26	27-30
A2	0-14	15-17	18-20	21-23	24-26	27-30
B1	0-19	20-23	24-27	28-31	32-35	36-40
B2	0-19	20-23	24-27	28-31	32-35	36-40
C1	0-19	20-23	24-27	28-31	32-35	36-40
C2	0-19	20-23	24-27	28-31	32-35	36-40

Speaking

A1-C2 Tasks A, B, C (pass threshold: 10/20)

Speaking						
Level	Fail	50-59%	60-69%	70-79 %	80-89%	90-100 %
	Marks					
A1	0-9	10-11	12-13	14-15	16-17	18-20
A2	0-9	10-11	12-13	14-15	16-17	18-20
B1	0-9	10-11	12-13	14-15	16-17	18-20
B2	0-9	10-11	12-13	14-15	16-17	18-20
C1	0-9	10-11	12-13	14-15	16-17	18-20
C2	0-9	10-11	12-13	14-15	16-17	18-20

Following external verification, candidate results will be promptly issued to centres. The certificate will show the percentage of achievement in each unit.

Resits

If a candidate fails a unit, the units that were successfully achieved can be banked and carried forward to subsequent assessment sessions; in resits, such candidates need only complete the unit/s in which they were previously unsuccessful.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit (speaking) in a centre is assessing to the same standards, i.e., consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered. Such internal verification process will utilise the SARAS system as mentioned in the above section on assessment of the *Conduct of ESOL Assessments and Collection of Evidence for Verification*

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance Online session. The purpose of the session is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively.

Further information is available from the login section of the Ascentis website in the Customer Centre at www.ascentis.co.uk.

External Verification

External verification will only be required for the speaking unit as mentioned above.
External verification can only be completed on work that has gone through the internal verification process. The external verification process will utilise the SARAS system.

Methods of EQA

Method	**Application**
Remote verification	Primary method for international centres
On-site visits	Where feasible and risk justifies
Hybrid approach	Combination of remote and in-person

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers (ESOL)

Those delivering and assessing the qualifications should hold a recognised teaching qualification at level 4 or above. Assessors and tutors should have the knowledge and skills for at least the level above the qualification. It is a requirement that they have a degree level qualification and/or a teaching qualification which has been taught in English.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Assessors must be able to make appropriate assessment decisions (speaking unit only). Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes (speaking unit only).

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

Unit Title: **Reading Entry 1 / A1 CEFR**

Unit Reference Number: K/652/1981

Credit Value of Unit: 2 **GLH of Unit: 20** **Level of Unit: Entry 1**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1 Understand very short, simple texts on a familiar topic.	1.1 Identify key information in texts, including an email, letter or message on a familiar topic.
	1.2 Have a limited understanding of names, words, and very basic phrases on simple notices on public signs, lists, forms or in simple narratives, in the most common everyday situations.
	1.3 Identify basic punctuation within a text.
2 Recognise basic sentence structure.	2.1 Complete basic sentences in the present simple, with a subject, verb, basic preposition or object.

Unit Title: **Writing Entry 1 / A1 CEFR**

Unit Reference Number: L/652/1982

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: Entry 1**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1 Complete a form with basic information about themselves.	1.1 Use simple punctuation forms, including full stops and capital letters.
	1.2 Spell and write basic words about themselves correctly, including numbers and date, name, nationality, address, age and date of birth.
2 Write simple phrases and sentences about themselves or other people, including where they live and what they do.	2.1 Use basic sentence structure – subject, verb, object to describe a picture.
	2.2 Use basic past simple tense

Unit Title: **Listening Entry 1 / A1 CEFR**

Unit Reference Number: M/652/1983

Credit Value of Unit: 3 **GLH of Unit: 25** **Level of Unit: Entry 1**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1 Follow speech about a familiar topic, which is very slow and carefully articulated, with pauses to assimilate meaning.	1.1 Complete basic sentences with information from an audio
	1.2 Identify whether basic sentences are true or false according to the information they hear.
2 Listen for relevant information.	2.1 Recognise familiar key words and phrases in short, basic descriptions or announcements (e.g., a destination in a train announcement).
	2.2 Identify specific information such as: dates, numbers, location, times, and prices.

Unit Title: **Speaking Entry 1 / A1 CEFR**

Unit Reference Number: R/652/1984

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: Entry 1**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1 Produce simple sentences about personal details and interests.	1.1 Use the basic sentence structure, subject, verb, object to respond to and ask very basic questions about their personal details including what their name is and what their address is.
	1.2 Use the basic sentence structure to talk about personal preferences.
	1.3 Use basic vocabulary to talk about very familiar topics.
	1.4 Speak clearly to be heard and understood in simple exchanges.
2 Talk and present information about a familiar topic.	2.1 Use the present tense to talk and ask about someone else.
	2.2 Use relevant language to describe a picture.

ENTRY 1 / CEFR LEVEL A1 (BEGINNER)

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Some language demands appear at the level/s at which they are considered of most relevance, while others appear across levels because they are accumulative. The indicative content is not exhaustive. It is intended to support delivery and marking together with the mark schemes, and to indicate achievement of learning outcomes and achievement criteria in each unit.

Functions	Grammar
Apologising	Adjectives: common and demonstrative
Asking for help / instructions	Adverbs of frequency
Describing	Common uncountable nouns
Following instructions	Intensifiers, very basic
Giving personal details	Modals: can / can't,
Greetings	Possessive adjectives
Telling the time	Possessives
Understanding and using dates	Prepositions, common
Understanding and using numbers	Prepositions of place
Understanding and using prices	Prepositions of time
Lexical Areas	Present continuous - positive, negative and questions
The alphabet	Present simple- positive, negative and questions
Animals	Pronouns: simple, personal
Colours	There is / are
Clothes	To be, including questions and negatives
Family	Verb + ing: like, hate, love
Food and drink	Verbs, basic
Hobbies and leisure activities	
Basic understanding of health and the body	
Numbers 1-100	
Nationalities and countries	
Personal information	
Places in a city or town	
The home	
Jobs	
Basic understanding of weather	

Unit Title: **Reading Entry 2 / A2 CEFR**

Unit Reference Number: T/652/1985

Credit Value of Unit: 2 **GLH of Unit:20** **Level of Unit: Entry 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Understand and identify detail within short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.	1.1 Identify specific information in emails, letters or short narratives.
2. Identify detail within short, simple materials or notices.	2.1 Identify specific information in simple instructions used on everyday material, such as advertisements or timetables.
	2.2 Recognise a text and its purpose
3. Recognise sentence structure.	3.1 Complete sentences with the correct grammatical word.

Unit Title: **Writing Entry 2/ A2 CEFR**

Unit Reference Number: Y/652/1986

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: Entry 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Write a series of simple phrases and sentences about their interests and personal lives or the interests and personal life of someone they know.	1.1 Construct simple phrases and sentences linked with simple connectors like 'and', 'but', and 'because'.
	1.2 Use a limited range of tenses to construct sentences.
	1.3 Use basic punctuation.
2. Write simple personal or professional correspondence, expressing thanks or apology or giving descriptions on a familiar topic.	2.1 Construct sentences and questions containing offers, requests, suggestions or descriptions
	2.2 Write or complete forms, messages, notes, emails, letters or short narratives.

Unit Title: **Listening Entry 2 / A2 CEFR**

Unit Reference Number: A/652/1987

Credit Value of Unit: 3 **GLH of Unit: 25** **Level of Unit: Entry 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Understand, follow or listen for essential information or detail from short, recorded passages on familiar topics.	1.1 Understand and identify phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).
	1.2 Understand the purpose of different short, clear, simple messages and announcements.
	1.3 Understand simple directions relating to how to get from A to B, by foot or public transport.
	1.4 Identify detail within a recording on a familiar topic, such as time or date.
	1.5 Use information from a short recording to complete simple sentences

Unit Title: **Speaking Entry 2 / A2 CEFR**

Unit Reference Number: D/652/1988

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: Entry 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Give a simple description or presentation of people, daily routines, likes/dislikes, past activities, and personal experiences as a short series of simple phrases and sentences linked into a list.	1.1 Use a range of basic vocabulary to talk about familiar topics.
	1.2 Speak clearly, using appropriate stress and intonation.
	1.3 Explain what he/she likes or dislikes about something.
2. Talk and present information about a familiar topic.	2.1 Use a limited range of tenses to construct sentences.
3. Contribute to a conversation or discussion, by asking and answering questions and exchange information on familiar topics in predictable everyday situations and for routine operational matters.	3.1 Make and respond to requests, suggestions or invitations.
	3.2 Make appropriate conversation in a public setting or familiar environment, such as a classroom or restaurant.

ENTRY 2 / CEFR LEVEL A2 (ELEMENTARY)

Indicative Content

Some language demands appear at the level/s at which they are considered of most relevance, while others appear across levels because they are accumulative. The indicative content is not exhaustive. It is intended to support delivery and marking together with the mark schemes, and to indicate achievement of learning outcomes and achievement criteria in each unit.

Functions	Grammar
Apologising	Adjectives: comparative, use of 'than' and definite article; superlative, use of definite article
Asking for help / instructions	Adverbial phrases of time, place, and frequency
Describing feelings, habits and routines, past experiences, people, places	Articles with countable and uncountable nouns
Following instructions	Countable and uncountable: many / much
Giving personal details	Future time: will, going to
Basic understanding of obligations and necessity	Gerunds
Requests	Imperatives
Suggestions	Modals: able to , can / can't, could / couldn't, must should
Understanding and using dates, numbers, prices, times	Past continuous – positive, negative, questions
Lexical Areas	Past simple- positive, negative, questions
Geography	Phrasal verbs, basic
Clothes and appearance	Possessive s
Education	Prepositional phrases: place, time, movement
Family life	Prepositions of time
Feelings	Present continuous- positive, negative, questions
Food and drink	Wh-questions in the past
Basic understanding of health and the body	Zero and first conditional
Hobbies and leisure activities	**Discourse Markers**
Homes and buildings	Connecting words: and, but, because
Holidays	Linkers: sequential past time
Nationalities and countries	
Personality	
Shopping	
Places in a town and shops	
Work and jobs	
Weather	

Unit Title: **Reading Entry 3 / B1 CEFR**

Unit Reference Number: F/652/1989

Credit Value of Unit: 2 **GLH of Unit: 25** **Level of Unit: Entry 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Read straightforward factual texts on common subjects.	1.1 Understand the main points in straightforward factual texts on subjects of personal or professional interest.
	1.2 Recognise and understand key words that are relevant to the subject.
	1.3 Use grammatical, linguistic, and contextual awareness to obtain information from straightforward texts.
2. Understand short newspaper and magazine articles about current and familiar topics.	2.1 Obtain specific information through detailed reading of a text.
	2.2 Read and understand common phrasal verbs.
	2.3 Scan across different parts of a text to gather specific information.
3. Identify the purpose of different texts, including forms, notes, records, articles and reports.	3.1 Use their knowledge of linguistical phrases, structures and punctuation to identify the purpose of different texts.
	3.2 Understand the purpose of organisational features including a basic diagram and headings.
4. Identify a variety of tenses and grammatical structures.	4.1 Use their knowledge of grammar structures and vocabulary to complete given sentences with the correct word.

Unit Title: **Writing Entry 3/ B1 CEFR**

Unit Reference Number: K/652/1990

Credit Value of Unit: 3 **GLH of Unit: 25** **Level of Unit: Entry 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Write texts showing some organisation on a range of familiar subjects.	1.1 Plan and write texts containing short paragraphs that demonstrates a logical order.
	1.2 Use differing punctuation forms to organise writing, including commas and question marks.
	1.3 Accurately use a range of verb tenses in writing about familiar topics.
	1.4 Be able to describe experiences and/or events, spelling familiar words correctly.

2. Write correspondence to relate news, express feelings, opinions and ideas.	2.1 Use a range of sentence structures including simple, complex and compound within correspondence.
	2.2 Give reasons and explanations for opinions and plans within correspondence.
	2.3 Be able to describe or utter dreams, hopes or ambitions within correspondence.

Unit Title: **Listening Entry 3 / B1 CEFR**

Unit Reference Number: L/652/1991

Credit Value of Unit: 4 **GLH of Unit: 35** **Level of Unit: Entry 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Understand the key points of an explanation, description, instruction or other narrative on familiar matters regularly encountered in work, school, leisure, etc.	1.1 Follow the main points of an everyday conversation.
	1.2 Identify relevant information in a conversation such as: time, place, descriptions.
2. Follow and identify points of a radio or TV programme on a familiar topic of personal or professional interest where the delivery is relatively slow and clear.	2.1 Identify the gist of a speech from radio, television, or a current affairs programme.
	2.2 Identify specific information in speech such as: dates, location, topical language.
	2.3 Identify the meaning of spoken statements.
3. Follow and identify points and information in speeches about different topics.	3.1 Identify missing information in a speech.
	3.2 Identify the gist of a speech.
	3.3 Understand key information to answer questions.
4. Understand the key points in an exchange within a professional setting.	4.1 Understand specific information from a professional scenario to complete a form.

Unit Title: **Speaking Entry 3 / B1 CEFR**

Unit Reference Number: M/652/1992

Credit Value of Unit: 4 **GLH of Unit: 35** **Level of Unit: Entry 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Contribute to a discussion on familiar matters.	1.1 Ask for clarification.
	1.2 Demonstrate the ability to take turns.
	1.3 Make relevant contributions and statements.
	1.4 Respond to requests for information in a familiar environment such as in the workplace or classroom, by giving clear facts or statements, using formal language where appropriate.
2. Respond to and express relevant information in professional and personal situations	2.1 Hold a conversation that is clearly articulated and at a moderate speed.
	2.2 Ask structured questions.
	2.3 Respond to questions about familiar topics
	2.4 Use a range of grammar and language to talk about a given topic at length.
3. Describe and present experiences and events, dreams, hopes and ambitions.	3.1 Use a range of vocabulary to talk about their personal lives.
	3.2 Describe feelings or opinions.
	3.3 Speak using appropriate stress and intonation.
	3.4 Use a range of grammar to ask and answer questions about themselves and others.
4. Briefly give reasons and explanations for opinions and plans.	4.1 Expand answers to questions by giving further information or explanation.

ENTRY 3 / CEFR LEVEL B1 (INTERMEDIATE)

Indicative Content

Some language demands appear at the level/s at which they are considered of most relevance, while others appear across levels because they are accumulative. The indicative content is not exhaustive. It is intended to support delivery and marking together with the mark schemes, and to indicate achievement of learning outcomes and achievement criteria in each unit.

Functions	Grammar
Apologising and accepting an apology	Adjectives and adverbs
Asking for and giving advice	Broader range of intensifiers
Asking for and giving permission	Comparatives and superlatives
Asking for and giving personal details	Complex question tags
Checking understanding	Conditionals: 0, 1st, 2nd and 3rd
Comparing	Future forms: will, going to, present continuous and present simple
Describing feelings, experiences, events, plans, hopes	Modals of ability, advice, possibility and obligation: able to / can must / have to, might / may, will, probably, should have, might have
Following instructions	Past continuous
Expressing opinions: language of agreeing and disagreeing	Past perfect
Initiating and closing conversation	Past simple
Managing interaction within a conversation: interrupting, changing topic, resuming	Phrasal verbs, common
Reporting	Present perfect continuous – positive. negative. questions
Warning	Present perfect / past simple - positive. negative. questions
Lexical Areas	Reported speech, range of tenses
Art	Simple passive
Appearance	Used to
Books and literature	Wh-questions in the past
Collocation	**Discourse Markers**
Basic understanding of finance and money	Connecting words: expressing cause, effect, and contrast
Basic understanding of crime and punishment	Linkers: sequential past time
Colloquial language	
Education	
Fashion	
Feelings	
Film	
Leisure activities	
Media	
Music	
Nature and the environment	
News, lifestyles, and current affairs	

Places in a city or town	
Science and technology	
Shopping	
Success and failure	
Space	
Travel and services	
Weather	
The workplace	

Unit Title: **Reading Level1 / B2 CEFR**

Unit Reference Number: R/652/1993

Credit Value of Unit: 4 **GLH of Unit: 40** **Level of Unit: Level 1**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Understand the main ideas of complex texts on both concrete and abstract topics.	1.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.
	1.2Identify the gist, main points, and detail of a text.
	1.3 Use grammatical, linguistic, and contextual knowledge to obtain information from a range of different texts.
	1.4 Obtain information from a range of different texts.
	1.5 Scan quickly through long and complex texts, locating relevant details.
	1.6 Identify the importance of organisational, structural, textual and visual features of a text including their meaning and purpose.
2. Recognise and understand complex sentences containing a variety of tenses and grammatical structures.	2.1 Use their knowledge of different grammar structures and vocabulary to complete given sentences with the correct word.

Unit Title: **Writing Level 1/ B2 CEFR**

Unit Reference Number: T/652/1994

Credit Value of Unit: 5 **GLH of Unit: 50** **Level of Unit: Level 1**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Produce clear, detailed text on a wide range of subjects, and explain a viewpoint on topical issues.	1.1 Demonstrate ability to plan and draft writing.
2. Produce clear, detailed text on a wide range of subjects, and explain a viewpoint on topical issues.	2.1 Produce a written argument, explaining a rationale to her/his position on a given topic.
	2.2 Sequence writing and present ideas in a logical order.
	2.4 Use a range of simple, compound, and complex sentences.

	2.5 Use a variety of simple and more complex punctuation correctly including commas, exclamation marks and quotation marks.
	2.6 Correctly spell key and common words.
	2.7 Able to write different types of texts
3. Write correspondence conveying degrees of emotion, highlighting personal significance of events and experiences, and commenting, answering and asking about the correspondent's news and views.	3.1 Produce correspondence for a specific purpose.
	3.2 Use language suitable for formality, purpose and audience.
	3.3 Express news and views effectively, using complex grammar and language.
	3.4 Use appropriate language, punctuation, and structure to suit different purposes

Unit Title: **Listening Level 1 / B2 CEFR**

Unit Reference Number: Y/652/1995

Credit Value of Unit: 4 **GLH of Unit: 40** **Level of Unit: Level 1**

Learning Outcomes The learner will	Assessment Criteria The learner can:
1. Identify and understand relevant information on both concrete and abstract topics.	1.1 Recognise factual information.
	1.2 Recognise the attitude of the speaker.
	1.3 Recognise both inferred and stated opinion.
	1.4 Follow detailed instructions.
	1.5 Follow lengthy explanations or narratives.
	1.6 Identify the gist and main ideas of heard content.

Unit Title: **Speaking Level 1 / B2 CEFR**

Unit Reference Number: A/652/1996

Credit Value of Unit: 4 **GLH of Unit:40** **Level of Unit: Level 1**

Learning Outcomes The learner will	Assessment Criteria The learner can:
1. Describe past, present and future experiences and events, dreams, hopes and ambitions.	1.1 Express dreams, hopes and/or ambitions, using a range of simple and complex grammatical forms.
	1.2 Use a range of simple and complex vocabulary including idioms and phrasal verbs.
	1.3 Use intonation, pitch and stress to add emphasis, meaning and interest and convey degrees of emotion.
2. Justify beliefs, opinions and plans.	2.1 Describe and use personal experience in detail to provide evidence for beliefs, opinions and plans.
	2.2 Use complex language including prepositional phrases such as according to, when giving opinion.

3 Give clear, detailed descriptions on a wide range of subjects.	3.1 Speak clearly, according to the situation and using reasonable speed and rhythm to maintain fluency.
	3.2 Place stress correctly on a range of words.
	3.3 Explain and ask questions on a viewpoint on a topical issue, giving the advantages and disadvantages of various options.
4 Initiate, maintain, and end discourse appropriately with effective turn taking.	4.1 Use a range of strategies to clarify understanding, including interruption phrases.
	4.2 Ask and answer questions at length to keep a conversation or discussion going.
	4.3. Follow up on another person's point of view by showing agreement or disagreement.
	4.4 Respect turn taking rules, allowing each individual to express their opinion.

LEVEL 1 / CEFR LEVEL B2 (INDEPENDENT)

Indicative Content

Some language demands appear at the level/s at which they are considered of most relevance, while others appear across levels because they are accumulative. The indicative content is not exhaustive. It is intended to support delivery and marking together with the mark schemes, and to indicate achievement of learning outcomes and achievement criteria in each unit.

Functions	Grammar
Apologising and accepting an apology	Order of adjectives
Asking for and giving advice	Active / Passive voice
Asking for and giving permission	Complex question tags
Asking for and giving personal details	Future continuous
Confirming for understanding	Future perfect
Comparing	Future perfect continuous
Deciding	Conditionals, 0, 1st, 2nd, 3rd
Describing feelings, experiences, hopes	Modals: can't have / needn't have
Developing an argument	Modals of deduction and speculation
Expressing abstract ideas, agreement and disagreement, interest	Narrative tenses
Expressing reaction: indifference, rejection, surprise, sympathy	Passives
Giving opinions and justification	Past perfect
Persuading	Past perfect continuous
Planning	Phrasal verbs, extended
Reflecting	Relative clauses
Reporting	Reported speech
Reviewing	Was / be used to / get used to
Speculating	Will and going to for prediction
	Wish
	Would expressing habits, in the past

Synthesising	**Lexical Areas**
Taking the initiative in interaction and turn-taking	Art
Warning	Animal behaviour
Discourse Markers	Finance and money
Connecting words: expressing cause, effect, and contrast	Books and literature
Discourse markers to structure formal speech	Climate
Linkers: although, in spite of, despite	Crime and punishment
	Collocation
Linkers: sequential past time, subsequently	Colloquial language
	Education
	Environment
	Film
	Health
	Media
	Natural world
	News, lifestyles, and current affairs
	Science and technology
	Society
	Challenge, success and failure
	The workplace

Unit Title: **Reading Level 2 / C1 CEFR**

Unit Reference Number: D/652/1997

Credit Value of Unit: 5 **GLH of Unit: 45** **Level of Unit: Level 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1 Understand in detail a wide range of longer, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	1.1 Trace the main events of continuous, descriptive and explanatory texts.
	1.2 Use different reading strategies to find and obtain information, *e.g. skimming, scanning, detailed reading.*
	1.3 Read an argument and identify the points of view.
	1.4 Infer meaning which is not explicit.
	1.5 Use organisational features and systems to locate information within a text.
	1.6 Summarise information from extracts.
2. Recognise and understand complex sentences containing a variety of tenses and grammatical structures.	2.1 Identify the purpose of a variety of texts.
	2.2 Complete a variety of sentences with complex grammar and vocab
	2.3 Use their knowledge of a wide range of grammar structures to complete given sentences with the correct word.

Unit Title: **Writing Level 2/ C1 CEFR**

Unit Reference Number: F/652/1998

Credit Value of Unit: 7 **GLH of Unit: 65** **Level of Unit: Level 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Produce clear, well-structured, detailed text on complex subjects, underlining the relevant salient issues, expanding and supporting points of view, and rounding off with an appropriate conclusion.	1.1 Demonstrate clear use of a planning strategy.
2. Produce clear, well-structured, detailed text on complex subjects, underlining the relevant salient issues, expanding and supporting points of view, and rounding off with an appropriate conclusion.	2.1 Produce a detailed written account, argument and/or position on a given topic.
	2.2 Produce text that is formatted, structured, and laid out according to its purpose.

	2.3 Adapt style according to the intended audience.
	2.4 Express him/herself with clarity and precision in personal correspondence.
	2.5 Link together ideas using connectives and discourse markers.
3. Write correspondence conveying degrees of emotion, highlighting personal significance of events and experiences, and commenting, answering and asking about the correspondent's news and views.	3.1 Spell a wide range of words correctly and consistently.
	3.2 Use a range of forms of punctuation to clarify meaning within text, including apostrophes and inverted commas.
	3.3 Use a variety of simple and complex grammar, including inversion.
	3.4 Use clear writing styles according to the purpose, such as persuasive techniques.

Unit Title: **Listening Level 2 / C1 CEFR**

Unit Reference Number: H/652/1999

Credit Value of Unit: 5 **GLH of Unit: 45** **Level of Unit: Level 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Follow and understand extended multi-step instructions or narratives on abstract and complex topics beyond his/her own field.	1.1 Identify detailed information relevant to the task.
	1.2 Identify the main and secondary ideas.
	1.3 Follow the gist of a narrative and conversation.
2. Follow and understand an extended description, explanation or presentation, on abstract and complex topics beyond his/her own field.	2.1 Recognise a wide range of idiomatic expressions and colloquialisms.
	2.2 Recognise the levels of formality and register shifts.
	2.3 Recognise the attitude of the speaker.
	2.4 Recognise facts and opinions.

	2.5 Recognise how different language is used for different genres.
	2.6 Recognise a wide range of complex grammar and vocabulary.

Unit Title: **Speaking Level 2 / C1 CEFR**

Unit Reference Number: Y/652/2000

Credit Value of Unit: 7 **GLH of Unit: 65** **Level of Unit: Level 2**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Speak clearly, expressing him/herself spontaneously to describe past, present and future experiences and events, dreams, hopes and ambitions.	1.1 Speak naturally using the correct intonation, pitch, rhythm and stress.
	1.2 Select and use a range of discourse markers, structures, words, and idioms for the correct purpose, including to describe, explain or instruct.
	1.3 Use the correct formal or informal language depending on the situation.
	1.4 Present information in a logical way
	1.5 Respond to a variety of questions at length on a given topic
2 Contribute to productive discussions about a range of topics, both familiar and unfamiliar.	2.1 Respond to a viewpoint at length.
	2.2 Ask questions that allow for extended responses on a person's viewpoint.
	2.3 Adapt to an ongoing discussion, depending on the audience, context and situation.
3 Justify beliefs, opinions and plans.	3.1 Defend a position at length.

LEVEL 2 / CEFR LEVEL C1 (ADVANCED)

Indicative Content

Some language demands appear at the level/s at which they are considered of most relevance, while others appear across levels because they are accumulative. The indicative content is not exhaustive. It is intended to support delivery and marking together with the mark schemes, and to indicate achievement of learning outcomes and achievement criteria in each unit.

Functions	Grammar
Apologising and accepting an apology	**Discourse Markers**
Asking for and giving advice	Linking devices, logical markers
Asking for and giving permission	Markers to structure and signpost formal and informal speech and writing
Complaining	**Lexical Areas**
Conceding a point	Arts
Confirming for understanding	Books ,literature and writing
Critiquing and reviewing constructively	Cause and change
Defending a point of view persuasively	Climate
Developing an argument systematically	Collocation
Emphasising a point, feeling, issue	Colloquial language
Evaluating	Crime, law and punishment
Expressing attitudes and feelings precisely	Culture
Expressing certainty, probability, doubt	Education
Expressing reaction and regrets	The environment
Expressing shades of opinion	Film
Organising	Finance and money
Reflecting	Health
Responding to counterarguments	Media
Summarising	Natural world
Synthesising	News, lifestyles, and current affairs
Taking the initiative in interaction and turn-taking	Religion
Adverbial phrases – positive and negative	Scientific developments
Futures	Society
Futures of revision	Technical and legal language
Formal and informal registers	The Workplace
Idioms	
Inversion with negative adverbials	
Mixed conditionals in the past, present, and future	
Modals in the past	
Narrative tenses for experience, including passive	
Passives	
Phrasal verbs, especially splitting	
Wish / if only for regrets	

Unit Title: **Reading Level 3 / C2 CEFR**

Unit Reference Number: A/652/2001

Credit Value of Unit: 7 **GLH of Unit: 70** **Level of Unit: Level 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1.1 Trace the main events and detail of a variety of texts.
	1.2 Use different reading strategies to find and obtain detailed information, *e.g. skimming, scanning, detailed reading*.
	1.3 Infer meaning and bias.
	1.4 Evaluate written arguments.
	1.5 Understand and evaluate the use of different organisational features within a text.
2. Understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	2.1 Summarise information from longer documents.
	2.2 Demonstrate a detailed knowledge of complex idioms, grammatical structures and vocabulary in sentences and texts.

Unit Title: **Writing Level 3/ C2 CEFR**

Unit Reference Number: D/652/2002

Credit Value of Unit: 9 **GLH of Unit: 90** **Level of Unit: Level 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure, allowing the reader to find significant points.	1.1 Demonstrate clear use of a planning strategy containing draft work.
	1.2 Develop points within a written argument to substantiate a case.
	1.3 Demonstrate cohesion and coherence to create a fluent argument.
	1.4 Manipulate a wide range of grammatical structures to add variety and interest to a text.
	1.5 Demonstrate a mastery of English spelling.
	1.6 Demonstrate a mastery of punctuation.

	1.7 Demonstrate different writing styles, depending on the purpose of the text, including persuasive or narrative.
	1.8 Demonstrate clear organisation
	1.9 Demonstrate a mastery of writing different types of documents, including an email or essay.

Unit Title: **Listening Level 3 / C2 CEFR**

Unit Reference Number: F/652/2003

Credit Value of Unit: 7 **GLH of Unit: 70** **Level of Unit: Level 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1. Understand any kind of spoken language, whether live or broadcast, delivered at native speed.	1.1 Identify and select relevant information for a specific purpose in a variety of audio.
2. Follow speech, employing a high degree of colloquialism, regional usage, or unfamiliar terminology.	2.1 Recognise the attitude and feelings of speakers in a variety of audio.
	2.2 Recognise cultural references, idiom, and irony in a variety of audio.
	2.3 Infer meaning and bias in a variety of audio.
	2.4 Recognise a wide range of complex idioms, grammar and vocabulary.

Unit Title: **Speaking Level 3 / C2 CEFR**

Unit Reference Number: H/652/2004

Credit Value of Unit: 9 **GLH of Unit: 90** **Level of Unit: Level 3**

Learning Outcomes The learner will	**Assessment Criteria** The learner can:
1. Speak clearly, expressing him/herself spontaneously to describe past, present and future experiences and events, dreams, hopes and ambitions.	1.1 Speak naturally using the correct intonation, pitch, rhythm and stress.
	1.2 Select and use a range of discourse markers, structures, words, and idioms for the correct purpose, including to describe, explain or instruct.
	1.3 Use the correct formal or informal language depending on the situation.
2 Contribute to productive discussions about a range of topics, both familiar and unfamiliar.	2.1 Respond to a viewpoint at length.

	2.2 Ask questions that allow for extended responses on a person's viewpoint.
	2.3 Adapt to an ongoing discussion, depending on the audience, context and situation.
3 Justify beliefs, opinions and plans.	3.1 Defend a position at length.
4 Deliver a presentation on a complex subject or topic	4.1 Structure a presentation in a logical and clear order
	4.2 Speak in the correct style, appropriate to the audience

LEVEL 3 / CEFR LEVEL C2 (PROFICIENT)

Indicative Content

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Functions	Grammar
	Adverbial phrases – positive and negative
Apologising and accepting an apology	All modals
Asking for and giving advice	All question forms
Asking for and giving permission	All tenses and aspects of verbs
Changing the past	Complex direct and indirect speech
Complaining	Complex multi-clause sentences
Compromising	Formal and informal registers
Conceding a point	Idioms
Confirming for understanding	Intonation for meaning
Counter-arguing	Inversion
Critiquing and reviewing constructively	
Decision-making	**Discourse Markers**
Defending a point of view persuasively	Connotation
Developing ideas, opinions, and arguments systematically	Linking devices, logical markers
Emphasising a point, feeling, issue	Markers to structure and signpost formal and informal speech and writing
Evaluating	**Lexical Areas**
Expressing attitudes and feelings precisely	Arts
Expressing certainty, probability, doubt	Books and literature
Inferring bias	Climate
Negotiating meaning	Collocation
Paraphrasing	Colloquial language
Persuading	Culture
	Health

Organising	Education
Reflecting	Film
	Finance and money
Self-correcting	Media
Speculating	News, lifestyles, and current affairs
Summarising	Religion
Synthesising	Scientific developments
Taking the initiative in interaction and turn-taking	Society
Warning	Technical and legal language
	The workplace