

CAMBRIDGE

EXAMINATIONS, CERTIFICATES & DIPLOMAS

Regulations 2003

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EQUALS
ASSOCIATE MEMBER



UNIVERSITY *of* CAMBRIDGE
Local Examinations Syndicate

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PREFACE

The *Regulations* for UCLES examinations in English as a Foreign Language (EFL) and *Language Teaching awards* are issued for each year as follows: for 2003 in the second half of 2001; for 2004 in the second half of 2002, etc.

Substantial additions and amendments to the text of the *Regulations* appear in this version compared with the 2002 version, so it is strongly advised that the whole booklet is read carefully. Additions and amendments appear in shaded background.

The *Regulations* are intended for use by those in charge of centres (Local Secretaries, Examinations Officers etc.), by schools that provide candidates and by candidates themselves. Part 1 provides information about such matters as: conditions of entry, examination conduct, etc. The main purpose of this part is to make clear to candidates and schools how the examinations are organised, what is expected of candidates in order to ensure that the assessment is fair, and what candidates and schools can expect from UCLES EFL and Local Secretaries in relation to the arrangements for administering the examinations, marking, issuing results, etc.

Part 2 of the *Regulations* provides brief details of the content of each EFL examination and ELT scheme, including information specific to a given year, e.g. background reading texts; the dates or periods of availability of particular examinations.

In addition to the *Regulations*, further information about the content of UCLES EFL examinations and *awards for language teaching* can be found in the *UCLES EFL website* on www.cambridge-efl.org, and specific leaflets and handbooks for each examination and scheme. Schools and candidates who require further information should contact their nearest authorised centre. A list of centres for external candidates is available on the UCLES EFL website, www.cambridge-efl.org, or from EFL Information at UCLES.

The *Regulations* do not contain information about such matters as how to become a centre or the requirements for administering EFL examinations. Those interested in finding out more about the responsibilities of centres should request a copy of: *Centre Regulations Information booklet*.

The detailed requirements and procedures for administering UCLES EFL examinations are contained in the following two documents which are available only to authorised EFL centres:

Handbook for EFL Centres

Minimum Professional Requirements for the Cambridge EFL Speaking Tests.

UCLES EFL reserves the right to implement changes to these regulations. Readers are advised to consult the UCLES EFL website on www.cambridge-efl.org for the most up to date information.

Part 1 – General Regulations and Conditions

1.1 Important note

A candidate's entry is accepted on the basis that these *Regulations* have been read by, or explained to, the candidate and understood. In some countries Local Secretaries may ask candidates (or their school representatives) to sign an undertaking to this effect.

It is important that all candidates and supplier schools should have access to a copy of the current *Regulations*, which should be available from the authorised EFL centre where entries are to be made.

Please Note: UCLES EFL centres are required to meet detailed standards of administration and professional integrity. Centres which fail to meet the standards prescribed by UCLES EFL are liable to have their authorisation withdrawn. However, centres are not directly controlled by UCLES EFL and do not act as our agents. In entering for a Cambridge EFL examination, candidates' primary relationship is with the centre. UCLES EFL cannot accept liability for any actions or omissions on the part of centres or Local Secretaries or for information provided by them.

1.2 Eligibility

UCLES EFL examinations are open **only to candidates whose first language is not English** as defined by the conditions of acquisition and use listed in Appendix 1. In cases of doubt, intending candidates should be asked to complete and sign a copy of the form reproduced in Appendix 1. This may be requested at any time if doubts are raised. **Candidates who do not fulfil the conditions of entry may have their results cancelled.**

This eligibility condition does not apply to **awards for language teaching**.

1.3 Other restrictions

- 1.3.1 Candidates are not allowed to enter for the same examination more than once in the same session or window period. For example, a candidate must not be entered for both the Tuesday FCE and the Saturday FCE in the same June or December session. Any candidate who deliberately attempts to enter for the same examination more than once in the same session is liable to have both entries cancelled without any refunding of the fees.
- 1.3.2 A candidate may, however, enter for different examinations in the same session, e.g. FCE and CAE, provided that satisfactory arrangements can be made at the centre.
- 1.3.3 There are no age restrictions on candidates entering for UCLES EFL examinations and tests. However, in the case of the Young Learners Tests, the test content is specially suited to 7–12 year olds and candidates older than 12 should be discouraged from entering and directed, if possible, towards KET. Candidates aged 13, however, who are in the same class as 12 year olds, can always be entered for the Young Learners Tests. The UCLES **awards for language teaching** do have recommended age limits for candidates.
- 1.3.4 Where UCLES EFL has evidence that candidates for a particular examination or examinations are being entered at an inappropriate level

(e.g. where candidates for the examination in question have a consistently high failure rate), UCLES EFL may require candidates to fulfil specified entry conditions or to take a screening test, for which a charge will be made, before being allowed to enter through the relevant centre(s).

1.4 Entries

1.4.1 Candidates can only enter through an authorised UCLES EFL centre. No entry or fees should be sent direct to Cambridge. There are centres in over one hundred countries and a list of these can be obtained on request or from the UCLES EFL website, www.cambridge-efl.org.uk/. UCLES EFL does not undertake to find a convenient centre at which a candidate can be admitted, advise on textbooks or courses of study or recommend teaching establishments.

1.4.2 Entry arrangements may be made through the authorised centre either by a school on behalf of the candidates (in many situations the school is an authorised centre) or by the candidates themselves privately.

Private candidates making their own entry arrangements must find out from the centre where they propose to take an examination whether places are available at the centre for the relevant session. This should be done well in advance of UCLES EFL's closing dates for entries (see 1.4.3) since local centres fix their own closing dates up to a month ahead of UCLES EFL's closing dates in order to allow enough time to complete all the entry formalities.

Schools which are making entry arrangements on behalf of candidates should obtain the necessary **registration** forms (or computerised entry programme, about which consult the authorised Cambridge centre) and ensure that all intending candidates know about the closing dates for entries and about fees.

1.4.3 The UCLES EFL closing dates for receipt of entries in Cambridge are set in accordance with the requirements of different examinations as set down below (titles of the examinations and schemes are explained in Part 2).

As noted in 1.4.2 local centres may fix their local closing dates up to a month in advance of the UCLES EFL closing dates.

From October 2002, it will be compulsory to submit entries electronically via EFLCOMMS.

KET and PET

<u>Session title</u>	<u>Examination date</u>	<u>Closing date</u>
Session 1 (March)	Saturday 22 March	14 February
Session 2 (May)	Saturday 17 May	11 April
Session 3 (June A)	Friday 6 June	2 May
Session 4 (June B)	Saturday 7 June	2 May
Session 5 (November)	Saturday 29 November	24 October
Session 6 (December)	Friday 5 December	31 October

UK centres – FCE, CAE and CPE

<u>Session title</u>	<u>Closing date</u>
March (FCE only)	8 February
June	17 April
December	3 November

Centres outside of UK – FCE, CAE and CPE

<u>Session title</u>	<u>Closing date</u>
March (FCE only)	28 January
June	6 April
December	23 October

Note: FCE only is available in March session

FCE, CAE and CPE for entries not submitted via EFLCOMMS, i.e. prior to October

Overseas

14 January (for the March FCE session)

23 March (for the June session)

UK

18 January for the March FCE session)

27 March (for the June session)

BEC

<u>Session title</u>	<u>Closing date</u>
Session 1	14 February
Session 2	4 April
Session 3	18 April
Session 4	6 June
Session 5	3 October
Session 6	10 October

Note: See BEC section for examination dates

Young Learners English Test, provisional entries

Six weeks before the test date chosen by the centre.

IELTS

There are no UCLES closing dates for IELTS as this test is administered entirely by local centres.

Cambridge awards for language teaching (CELTA, COTE, DELTA, CELTYL)

These schemes are based on the approval of courses run by teacher training institutions. Closing dates are set by the approved centre.

1.4.4 Minimum entries

It should be noted that there are minimum entry requirements for the examinations at each sitting (in most cases 10 candidates). Hence a candidate may not be able to enter for a given examination at the nearest authorised centre because there are insufficient candidates to reach the minimum number. Details of minimum numbers for each examination are given in Part 2. These minimum numbers are subject to revision. The latest information is available from centres or from UCLES EFL.

- 1.4.5 For most of the EFL examinations and awards for language teaching a Candidate Information Sheet (CIS) is to be completed by all candidates. A sample is reproduced as Appendix 2. Note that a redesigned CIS form will be introduced during 2002 which will supersede this sample version. The CIS may be completed at any time during the examination period provided this is done under supervision. The data from the CIS is required for the purposes of research and validation and anonymity is guaranteed.

1.4.6 For some examinations, UCLES EFL can make special provision for candidates who have long-term or temporary disabilities. This special provision may take the form of adapted papers (e.g. enlarged or braille papers for sight-impaired candidates), or special arrangements for administration (e.g. extra time for dyslexic candidates). Enquiries about this special provision should be made through authorised centres as soon as possible before the examination in question is to be taken.

1.5 Fees

Fees for UCLES EFL examinations vary according to the examination taken. Each examination fee is made up of a university fee and a local fee to cover the cost of local administration. Hence the total fee for a given examination is also likely to vary from one country to another, and also within a country depending on variations in local costs.

Candidates must pay the appropriate fee notified by the centre where the entry is made. The Local Secretary is responsible for publishing a list of fees, and when and how they are to be paid to the centre. As noted in 1.4.1, candidates must not send **entries** or fees direct to UCLES EFL.

1.6 Late entries

For some examinations a facility exists to make a late entry after the UCLES EFL closing date on payment of an additional fee. It is up to Local Secretaries to decide whether they can accept late entries and, if so, set a local closing date beyond which late entries cannot be accepted.

1.7 Transfers

Entries cannot be transferred from one examination sitting to a future one or to a different level. For some examinations it may be possible for an entry made at one centre to be transferred to another centre whether in the same country or in another country, providing the transfer is for all components of the examination. Candidates can find details of open centres in the List of Centres for External Candidates, which should be available in the enrolment centre.

Where candidates, or schools on behalf of candidates, request a centre to transfer a candidate, it should be noted that the ability of the centre to fulfil such a request will depend on the agreement of the centre which has been asked to accept the transfer. A centre wishing to transfer a candidate must make direct contact with the Accepting centre to obtain its agreement before sending/faxing the Candidate transfer details form, i.e. one copy to the Accepting centre, the second to UCLES EFL, the third copy to be retained for their own records. On accepting the candidate, the centre will advise UCLES EFL and the Requesting centre accordingly and allocate a new candidate number. UCLES EFL will not process the request and acceptance until both forms have been received.

When processed, the candidate details will feature on the Accepting centre's records only. The University fee will be refunded to the original centre only and a new one charged to the Accepting centre without the late fee. Whether any part of the local fee is refunded by the Requesting centre is entirely at the discretion of the Requesting centre, which may incur significant administration costs in connection with the original entry

and the transfer. Candidates who transfer may therefore find that this entails payment of two local fees.

All examination materials, including results and certification, will be sent to the Accepting centre.

1.8 Refunds

If a candidate withdraws his/her entry on medical grounds or misses the examination for which he/she is entered because of illness, UCLES EFL will make a full refund of the university fee portion of the total fee, provided that a request for the refund is made through the Local Secretary and **is accompanied by a statement from a medical practitioner**. This statement should specify the medical reasons why the candidate had to withdraw his/her entry or was unable to sit the examinations.

Refunds are not generally given for any other reason (including, for example, clashes of dates with local examinations). If the Local Secretary considers there are exceptional reasons other than medical for considering a request for a refund, the Local Secretary may write to the Centre Liaison Officer with details.

1.9 Confirmation of entries and examination timetables

After entries for a given examination have been received in Cambridge and processed, candidates (or their schools) are issued via Local Secretaries with statements confirming their entries, timetables and venues for the written papers and arrangements for the Speaking Tests. If any corrections to names or other amendments are necessary these should be drawn to the attention of the Local Secretary.

N.B. A fee may be charged for name amendments received by UCLES EFL after certificates have been issued.

1.10 Examination conduct

1.10.1 Inspection of centre premises is routinely undertaken during examination sessions to ensure that UCLES EFL's publicised regulations and procedures are complied with. Samples of the inspection report forms are reproduced as Appendix 3 and 4. Note that the content of these forms may be subject to change during 2002.

1.10.2 Supervision and invigilation

The conduct of examinations is the responsibility of trained supervisors and invigilators appointed by the Local Secretary. Supervisors also report to the Local Secretary and UCLES EFL any circumstances which arise during the examination which may have affected the performance of the candidates (e.g. a power cut) so that due consideration can be given to these when marking is taking place.

1.10.3 Notice to Candidates

The regulations governing how candidates should behave during the administration of an UCLES EFL examination are summarised in the Notice to Candidates, which is displayed outside each examination room. A copy is reproduced as Appendix 5.

Candidates should be made aware of the requirements in the Notice, especially those related to identification, prompt arrival, materials and equipment which are prohibited in the examination room.

1.10.4 Irregular conduct

Irregular conduct by candidates is defined as any conduct which has the intention, or effect, of giving an unfair advantage either to themselves or to other candidates (e.g. the use or intended use of prohibited material or equipment in the examination room, copying, collusion with other candidates, etc.). All cases of irregular conduct detected by invigilators or supervisors will be reported to UCLES EFL and may lead to disqualification of candidates and the withholding of their results. The Local Secretary has the authority to expel from the examination room any candidate detected engaging in irregular conduct.

It should be noted that apart from detection by an invigilator or supervisor, irregular conduct such as copying may be detected by examiners during marking and by routine statistical checks applied to candidates' detailed answer sheets. Where there is evidence from such checks of irregular conduct UCLES EFL reserves the right to disqualify candidates and withhold their results.

An Appeals Committee with senior representation from the University of Cambridge is established to adjudicate in the case of appeal against disqualification for irregular conduct. The decision of the Appeals Committee is final.

1.11 Marking and grading

1.11.1 With the exception of IELTS, marking of components is undertaken in the UK by suitably qualified, trained staff, centrally supervised from Cambridge. Grading of components takes place in Cambridge. Speaking Tests are face-to-face, and performance of the candidates is assessed at the time of the administration by approved examiners, who are subject to regular standardisation and monitoring.

The standard format for most Speaking Tests is two candidates with two examiners (an interlocutor and an assessor). One of the routine checks by UCLES EFL on Oral Examiners is the audio-recording of selected live interviews. Candidates should be made aware, therefore, of the possibility that the Speaking Test administered to them may be recorded on audio-cassette.

1.11.2 At the time when grades are awarded, consideration is given to all reports from Local Secretaries about circumstances occurring during an examination which could have affected candidates' performance. Where appropriate, candidates' scripts and answer sheets are re-scrutinised and adjustments to marks made when justified to ensure that candidates are not disadvantaged.

1.12 Statements of Results

1.12.1 Statements of Results are issued through the centres prior to the distribution of certificates to all candidates, both those who have passed and those who have failed. In the case of some examinations the Statement of Results contains information about individual paper performance as well as the

overall grade. Individual paper performance is not provided to those candidates with grade Z, X or Pending.

- 1.12.2 UCLES EFL reserves the right to amend information given before the issue of certificates. Amendments to Statements of Results may be due (rarely) to correction following an enquiry about a result, or (even more rarely) to the need to make an adjustment in marks for a particular paper or section indicated by one of the post examination checking processes undertaken routinely by UCLES EFL.

1.13 Enquiries about results and appeals

- 1.13.1 Enquiries may be made within two months of the issue of Statements of Results (three months for DELTA) by Local Secretaries on behalf of candidates or schools. UCLES EFL cannot respond to enquiries received directly from candidates. It should be noted, however, that it is extremely rare for such enquiries to lead to a change in the result for the following reasons: the majority of papers in UCLES EFL examinations are either machine-marked or clerically marked with double checking; examiner-marked papers are typically double marked and, in borderline or disputed cases, marked three or four times.

- 1.13.2 UCLES EFL will provide written notification to the Local Secretary of the outcome of the enquiry.

Where an enquiry leads to a change to a candidate's overall grade in a syllabus, UCLES EFL will:

- a) notify the Local Secretary in writing;
- b) issue a revised Statement of Results and / or issue a revised Certificate where necessary, when the original Certificate has been returned.

Where an enquiry leads to a change of grade, normally only a higher grade will be awarded. However, UCLES EFL reserves the right to award a lower grade if the original grade had seriously misrepresented the attainment of the candidate.

- 1.13.3 After the outcome of an enquiry about results has been reported, Local Secretaries may appeal against the decision. Appeals must be made in writing and must abide by UCLES EFL's formal appeals procedures. Full details of these and UCLES EFL's Results Enquiries Service are available from the EFL Entries and Results Unit (Results), together with details of fees charged and relevant forms required by centres.

- 1.13.4 It should be noted that an enquiry about the accuracy of a result is not the same as a request for feedback on the performance of a candidate (i.e. "where did he/she go wrong?"). Information about a candidate's performance in individual papers is limited for the main suite exams to what is contained in the Statement of Results. These are continually reviewed and revised in order to provide the most useful information about candidate performance that can be deduced from a single examination.

In this context, it may be noted that evidence from the results of resit candidates indicates that their performance in some cases declines overall and in other cases declines in some papers while improving in others.

1.14 Certificates

- 1.14.1 For examinations which have passing and failing grades, certificates are issued to candidates with passing grades through the centre, some time after the issuing of **Statements of Results**. Because of the value placed on certificates, Local Secretaries may require candidates to collect and sign for them in person.
- 1.14.2 UCLES EFL certificates have a number of security features in them in order to make it difficult for them to be forged or copied. In cases of doubt, candidate details or certificates can be checked against records held by UCLES EFL and in some centres by Local Secretaries.
- 1.14.3 A candidate who has lost a certificate may apply through the Local Secretary for a Certified Statement of Results, for which a fee is payable.
- 1.14.4 UCLES EFL will replace damaged certificates only if the original has been damaged accidentally, the damaged certificate is returned and the period is less than five years since the original was issued. Where these circumstances apply, application should be made through the Local Secretary, with the appropriate fee and proof of identity.
- 1.14.5 Certificates are issued in the name of the candidate at the time the award was made. Replacement certificates will not be provided to accommodate a subsequent change of name (including a change of name by Deed Poll).

1.15 Question papers and other material used in examinations

- 1.15.1 UCLES EFL holds the copyright on all question papers and examination material (except where this has been assigned to a publisher for Practice Papers). Question papers and examination material may not be reproduced in whole or in part without permission in writing from UCLES EFL.
- 1.15.2 All question papers used during live examinations are either returned to UCLES or are retained at the centre for at least 24 hours. In the case of the latter, the question papers may be released to candidates or their schools after 24 hours at the discretion of the Local Secretary.
- 1.15.3 Candidates' answers and other work done by candidates as part of an examination remain the property of UCLES EFL and under no circumstances will these be released to candidates, schools or centres.
- 1.15.4 Sets of past question papers may be ordered from UCLES. Order forms can be obtained from EFL Information at UCLES or from the UCLES EFL website at <http://www.cambridge-epl.org.uk/support/pubs/index.htm>. The *Regulations* for each year are available from Local Secretaries and offices of the British Council, or direct from UCLES EFL.

1.16 Data Protection Act

UCLES EFL complies with the requirements of the UK Data Protection Act. The data stored in its computer files is of a strictly limited nature. Candidate Information Sheet data, for example, is analysed without specific reference to individuals.

Part 2 – Details of Particular Examinations and Awards

KEY ENGLISH TEST (KET)

KET is a first step for students wishing to progress towards the Preliminary English Test (PET) and the other UCLES EFL main suite examinations.

KET is an early learning objective which enables people to acquire a general basic ability in English. It assesses language ability at the Council of Europe's Waystage Level (A2), which represents a level of proficiency approximately half way to Threshold (or PET) and is Entry Level 2 in the UK National Qualifications Framework. The Council of Europe estimates that about 180 to 200 hours of study are required to reach the Waystage (A2) Level.

EXAMINATION CONTENT

Paper 1 **Reading and Writing** (1 hour and 10 minutes)

In the Reading and Writing paper candidates are expected to complete 8 tasks which require them to answer questions about genuine texts or extracts from authentic reading material and complete a short writing task.

Candidates must mark their answers on the answer sheet using pencil only.

This paper carries 60 marks and is weighted to 50% of the total.

Paper 2 **Listening** (approximately 30 minutes including time for completion of the answer sheet)

In the Listening Test, candidates are expected to complete five tasks based on audio-taped input requiring them to follow short spoken exchanges and extract specific information.

Candidates must mark their answers on an answer sheet using pencil only.

This paper carries 25 marks and contributes 25% of the total.

Paper 3 **Speaking** (8 to 10 minutes per pair of candidates)

The Speaking Test is conducted by two examiners and candidates are tested in pairs. At centres with an uneven number of candidates, the last single candidate is examined with the last pair within a group of three.

There are two parts to the test. Candidates are expected to answer questions about themselves and to talk to each other using stimulus material.

The Speaking Test carries 20 marks and is weighted to 25% of the total.

Results

Results are awarded in two passing grades – Pass with merit and Pass – based on the aggregate marks gained in the three papers indicated above. All candidates are provided with a Statement of Results which includes a graphical display of

the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak, and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

Passing candidates are awarded a Certificate.

TIMETABLE

Timetable for Paper 1 and Paper 2 (Reading/Writing and Listening)

Session 1	Saturday	22 March	Afternoon
Session 2	Saturday	17 May	Afternoon
Session 3	Friday	06 June	Afternoon
Session 4	Saturday	07 June	Afternoon
Session 5	Saturday	29 November	Afternoon
Session 6	Friday	05 December	Afternoon

The Reading/Writing paper is always taken before the Listening paper.

Timetable for Paper 3 (Speaking)

Session 1	UK	15 March to 5 April
	Overseas	15 March to 24 March
Session 2	UK	10 May to 31 May
	Overseas	10 May to 19 May
Session 3	UK	30 May to 21 June
	Overseas	30 May to 9 June
Session 4	UK	30 May to 21 June
	Overseas	30 May to 9 June
Session 5	UK	22 November to 13 December
	Overseas	22 November to 01 December
Session 6	UK	28 November to 19 December
	Overseas	28 November to 08 December

Minimum Entry Requirements

4 candidates, provided that the combined total of KET and PET candidates in the same session is at least 10.

PET assesses language ability at the Council of Europe's Threshold Level (B1), which is Entry Level 3 in the UK National Qualifications Framework. The Council of Europe estimates that about 380 hours of study are required to reach the Threshold (B1) Level.

At this level, learners should be able to cope linguistically in a range of everyday situations which require use of English in their own or a foreign country, in contact with native and non-native speakers of the language.

EXAMINATION CONTENT

Paper 1 **Reading and Writing** (1 hour and 30 minutes)

In the Reading component candidates are expected to complete 5 tasks which show that they can read and understand a variety of texts.

The Reading component carries 35 marks which are weighted to contribute 25% of the total.

In the Writing component, candidates are expected to write single words or phrases and one extended piece of writing (of about 100 words) in order to complete three tasks.

Candidates must mark their answers on an answer sheet using pencil only.

The Writing component carries 25 marks and contributes 25% of the total.

Paper 2 **Listening** (approximately 35 minutes including time for completion of answer sheets)

In the Listening Test candidates are expected to complete four tasks based on audio-taped input. They must show that they can understand and respond to a variety of spoken texts.

Candidates must mark their answers on an answer sheet using pencil only.

This component carries 25 marks and contributes 25% of the total.

Paper 3 **Speaking** (10 to 12 minutes per pair of candidates)

The Speaking Test is conducted by two examiners, and candidates are tested in pairs. At centres with an uneven number of candidates, the last single candidate is examined with the last pair within a group of three.

There are four parts to the test, in which the candidates must demonstrate their ability to participate in communicative situations.

This test carries 30 marks and is weighted to 25% of the total.

Results

Results are awarded in two passing grades – Pass with merit and Pass – based on the aggregate marks gained in the three papers indicated above. All candidates are provided with a Statement of Results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak, and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

Passing candidates are awarded a Certificate.

TIMETABLE

Timetable for Paper 1 and Paper 2 (Reading/Writing and Listening)

Session 1	Saturday	22 March	Morning
Session 2	Saturday	17 May	Morning
Session 3	Friday	06 June	Morning
Session 4	Saturday	07 June	Morning
Session 5	Saturday	29 November	Morning
Session 6	Friday	05 December	Morning

Timetable for Paper 3 (Speaking)

Session 1	UK	15 March to 5 April
	Overseas	15 March to 24 March
Session 2	UK	10 May to 31 May
	Overseas	10 May to 19 May
Session 3	UK	30 May to 21 June
	Overseas	30 May to 9 June
Session 4	UK	30 May to 21 June
	Overseas	30 May to 9 June
Session 5	UK	22 November to 13 December
	Overseas	22 November to 01 December
Session 6	UK	28 November to 19 December
	Overseas	28 November to 08 December

Minimum Entry Requirements

4 candidates, provided that the combined total of KET and PET candidates in the same session is at least 10.

The First Certificate in English assesses language ability at the Council of Europe's Vantage Level (B2), which is Level 1 in the UK National Qualifications Framework.

It tests general competence in English and is often taken after approximately 500 to 600 hours of study.

FCE has widespread recognition in commerce and industry, e.g. for contact with the public or secretarial work in banking, airlines, catering, etc. It is also recognised by some university faculties, colleges and other institutions as fulfilling English language requirements.

EXAMINATION CONTENT

Paper 1 **Reading** (1 hour and 15 minutes)

This paper consists of 35 questions (multiple matching, multiple-choice, gapped text) on four texts, one of which may be a multi-text.

The paper is designed to test understanding of gist, main points, detail, text structure, the ability to extract specific information or the deduction of meaning.

Paper 2 **Writing** (1 hour and 30 minutes)

In this paper candidates are required to complete two writing tasks of approximately 120–180 words each.

Part 1: A compulsory letter writing task based on reading input.

Part 2: One task selected from a choice of four involving the production of one of the following text types: an article, a report, a letter, a composition task or a task on a prescribed background reading text.

One or more of the following texts may be read as background preparation for optional tasks in Paper 2:

*Jules Verne *Round the World in Eighty Days* (Penguin Readers or any edition)

*Charles Dickens *A Tale of Two Cities* (Penguin Readers or any edition)

*George Orwell *Animal Farm* (Longman Fiction or any edition)

Sara Paretsky *Deadlock* (Oxford Bookworms Library)

Ghost Stories retold by Rosemary Border
(Oxford Bookworms Library)

*Set also in 2002

The paper tests range of vocabulary and structure; accuracy of vocabulary, structure, spelling and punctuation; appropriacy; organisation and cohesion; task achievement.

Paper 3 **Use of English** (1 hour and 15 minutes)

This paper consists of 65 questions in five compulsory tasks: multiple-choice cloze, open cloze, 'key' word transformations, error correction, word formation.

This paper is designed to test active control of the grammar and vocabulary of the language.

Paper 4 Listening (approximately 40 minutes)

The Listening Test consists of 30 questions (multiple-choice, note taking or blank filling, multiple matching, selection from two or three possible answers) in four parts. Each part contains recorded text or texts of a range of types. The Listening Test is designed to test understanding of gist, main points, detail or specific information, or the deduction of meaning.

Paper 5 Speaking (approximately 14 minutes)

The Speaking Test in its standard format is conducted in pairs with two examiners. The interaction is based on visual and oral prompts. Candidates are required to give and exchange information and opinions through a range of task types (e.g., conversation, planning, problem solving, discussion).

At centres with an uneven number of candidates, the last single candidate should be examined with the last pair to form a group of three.

N.B. The group of three format may only be used to deal with uneven numbers, unexpected absence of candidates, illness, etc. It is not an option that may be selected in normal circumstances where there is an even number of candidates at a session.

There is a single candidate format which may be used in exceptional circumstances provided that prior approval has been given in writing by UCLES EFL. Such approval must be sought by the centre before any entries are accepted.

This test is designed to assess spoken ability in the use of grammar, the use of vocabulary, pronunciation, interactive communication, and task achievement.

N.B. Background reading texts are not available for optional tasks in the Speaking Test.

Marks

Each of the five papers is out of a weighted total of 40 marks making a total of 200 marks for the overall examination.

Results

Certificates are awarded in three passing grades A, B and C on the aggregate of marks gained in the five papers indicated above. All candidates are provided with a Statement of Results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

TIMETABLE

Paper 1 Reading (1¼ hours)

	0102/1	Saturday	15 March	Morning
	0100/1	Tuesday	10 June	Morning
or	0102/1	Saturday	14 June	Morning
	0100/1	Tuesday	09 December	Morning
or	0102/1	Saturday	13 December	Morning

Paper 2 Writing (1½ hours)

	0102/2	Saturday	15 March	Morning
	0100/2	Tuesday	10 June	Morning
or	0102/2	Saturday	14 June	Morning
	0100/2	Tuesday	09 December	Morning
or	0102/2	Saturday	13 December	Morning

Paper 3 Use of English (1¼ hours)

	0102/3	Saturday	15 March	Afternoon
	0100/3	Tuesday	10 June	Afternoon
or	0102/3	Saturday	14 June	Afternoon
	0100/3	Tuesday	09 December	Afternoon
or	0102/3	Saturday	13 December	Afternoon

Centres may enter candidates for either the Tuesday or the Saturday versions or for *both* the Tuesday *and* Saturday version in the same session. However, individual candidates are *not* allowed to enter for both the Tuesday and the Saturday version in the same session (whether at the same centre or at different centres). Any candidate found to have entered for both Tuesday papers and Saturday papers in the same session will render his/her entry void, and will not be entitled to any refund.

Papers 4 and 5 are held by separate arrangement, according to the centre, normally within the periods 8 March to 23 March, 19 May to 21 June and 17 November to 16 December.

Special timetable arrangements will apply for candidates at centres in Greece.

Minimum Entry Requirements

4 candidates, provided that the combined total of FCE and/or CAE, and/or CPE candidates in the same session is at least 10. **For FCE March, the minimum entry is 10 candidates.**

CERTIFICATE IN ADVANCED ENGLISH (CAE)

The Certificate in Advanced English assesses language ability at the Council of Europe's Effective Operational Proficiency Level (C1), which is Level 2 in the UK National Qualifications Framework.

It indicates a high level of language competence for candidates wishing to use English for professional or study purposes. It is recognised by the majority of British universities and higher education institutions as fulfilling entrance requirements in English language.

EXAMINATION CONTENT

Paper 1 **Reading** (1 hour and 15 minutes)

This paper comprises approximately 50 multiple-choice questions of varying types based on four texts, designed to test a wide range of reading skills and strategies.

Paper 2 **Writing** (2 hours)

This paper comprises two writing tasks (letter, report, review, instructions, announcement, etc.) of approximately 250 words each.

Part 1: A compulsory task based on a substantial reading input.

Part 2: One task selected from a choice of four.

Assessment is based on: achievement of task, control of grammatical accuracy, fluency and range of expression.

Paper 3 **English in Use** (1 hour and 30 minutes)

This paper comprises six parts:

- Part 1** Multiple-choice cloze
- Part 2** Open cloze
- Part 3** Error correction text
- Part 4** Word formation
- Part 5** Register change gap-fill
- Part 6** Text with gapped sentences

Paper 4 **Listening** (approximately 45 minutes)

In this test tasks of varying type (selection, re-ordering, blank-filling, multiple choice, etc.) are used to test accurate understanding of spoken English based on audio-taped material.

Paper 5 **Speaking** (15 minutes)

The Speaking Test is based on visual stimuli and other material. Candidates are examined in pairs. At centres with an uneven number of candidates, the last single candidate should be examined with the last pair within a group of three. Two examiners are always present.

Fluency, grammatical accuracy, pronunciation, vocabulary, communicative ability and task achievement are assessed.

There are no optional papers and no background texts for CAE.

Marks

Each of the five papers is out of a weighted total of 40 marks, making a total for the overall examination of 200 marks.

Results

Certificates are awarded in three passing grades A, B and C on the aggregate of marks gained in the five papers indicated above. All candidates are provided with a Statement of Results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

TIMETABLE

Paper 1 Reading (1½ hours)	Wednesday	11 June	Morning
	Wednesday	10 December	Morning
Paper 2 Writing (2 hours)	Wednesday	11 June	Morning
	Wednesday	10 December	Morning
Paper 3 English in Use (1½ hours)	Wednesday	11 June	Afternoon
	Wednesday	10 December	Afternoon

Papers 4 and 5 are held by separate arrangement, according to centre, normally within the periods 19 May to 21 June and 17 November to 16 December.

Special timetable arrangements may apply for candidates at centres in the following countries: Greece and Portugal.

Minimum Entry Requirements

4 candidates, provided that the combined total of FCE and/or CAE, and/or CPE candidates in the same session is at least 10.

CERTIFICATE OF PROFICIENCY IN ENGLISH (CPE)

The Certificate of Proficiency in English assesses language ability at the Council of Europe's Mastery Level (C2), which is Level 3 in the UK National Qualifications Framework.

It indicates a level of competence which is recognised as fulfilling entrance requirements in English language by British universities and many universities in other English-speaking countries, and by other institutions of higher education and professional bodies world-wide. In a number of countries the CPE provides exemption from local English language requirements or is a qualification for admission to courses or employment where a thorough knowledge of English is required.

Paper 1 **Reading** (1 hour 30 minutes)

This paper comprises four parts with 40 questions:

Part 1 Multiple choice lexical cloze on three short texts

Part 2 Multiple choice questions on four short texts

Part 3 Gapped text

Part 4 Multiple choice questions on one text

Questions in Part 1 carry one mark each. Questions in Parts 2–4 carry two marks each.

This paper is designed to test candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level.

Paper 2 **Writing** (2 hours)

This paper comprises two writing tasks of 300–350 words each.

Part 1: A compulsory task based on instructions and one short text.

Part 2: One task selected from a choice of four.

Candidates are expected to write within the following formats:
an article, an essay, a letter, a proposal, a review, a report

One or more of the following texts may be read as background preparation for optional tasks in Paper 2:

*Anne Tyler *The Accidental Tourist*

L.P. Hartley *The Go-Between*

Brian Moore *The Colour of Blood*

*Set also in 2002

Assessment is based on: achievement of task, range and accuracy of vocabulary and grammatical structures, organisation, content, appropriacy of register and format.

This paper is designed to test candidates' ability to write specified text types with a range of functions.

Paper 3 **Use of English** (1 hour 30 minutes)

This paper comprises five parts with 44 questions.

- Part 1** (questions 1–15) Open cloze
- Part 2** (questions 16–25) Word formation
- Part 3** (questions 26–31) Gapped sentences
- Part 4** (questions 32–39) Sentence transformations
- Part 5** (questions 40–44) Two texts with questions and a summary writing task.

Questions 1–25 carry one mark each. Questions 26–43 carry two marks each. Question 44 carries fourteen marks.

This paper is designed to assess candidates' ability to demonstrate knowledge and control of the language system by completing various tasks at text and sentence level.

Paper 4 **Listening** (approximately 40 minutes)

This paper consists of four parts with 28 questions based on audio-recorded material.

- Part 1** Three-option multiple choice questions on four short extracts
- Part 2** Sentence completion questions on one long text
- Part 3** Four-option multiple choice questions on one long text
- Part 4** Three-way matching questions on one long text.

This paper is designed to assess candidates' ability to understand the meaning of spoken English, to extract information from a text and to understand speakers' attitudes and opinions.

Paper 5 **Speaking** (19 minutes)

This component consists of three parts:

- Part 1** Interview section
- Part 2** Collaborative task
- Part 3** Individual long turns with follow-up discussion.

Candidates are examined in pairs. At centres with an uneven number of candidates, the last single candidate should be examined with the last pair within a group of three. Two examiners are always present.

N.B. The group of three format may only be used to deal with uneven numbers, unexpected absence of candidates, illness, etc. It is not an option that may be selected in normal circumstances where there is an even number of candidates at a session.

Background reading texts are not available for optional tasks in the Speaking Test.

Assessment is based on: grammatical resource, lexical resource, discourse management, pronunciation and interactive communication.

This component is designed to assess candidates' ability to produce spoken English using a range of functions in a variety of tasks.

Marks

Each of the five papers is out of a weighted total of 40 marks making a total of 200 marks for the overall examination.

Results

Certificates are awarded in three passing grades A, B and C on the aggregate of marks gained in the five compulsory papers indicated below, with results also in two failing grades D and E. All candidates are provided with a Statement of Results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Note that there are no pass/fail marks for individual papers, hence there is no requirement to reach a particular level in any paper in order to achieve a pass in the examination.

TIMETABLE

Paper 1 Reading (1 hour 30 minutes)	Thursday	12 June	Morning
	Thursday	11 December	Morning
Paper 2 Writing (2 hours)	Thursday	12 June	Morning
	Thursday	11 December	Morning
Paper 3 Use of English (1 hour 30 minutes)	Thursday	12 June	Afternoon
	Thursday	11 December	Afternoon

Papers 4 and 5 are held by separate arrangement, according to centre, normally within the periods 19 May to 21 June and 17 November to 16 December.

Special timetable arrangements may apply for candidates at centres in the following countries: Greece and Portugal.

Minimum entry requirements

4 candidates, provided that the combined total of FCE and/or CAE, and/or CPE candidates in the same session is at least 10.

The Business English Certificates are a suite of three examinations (BEC Preliminary, BEC Vantage and BEC Higher) designed to test the English used in business. They are suitable for adults (aged 16 and over) who are either preparing for a career in business or already in work.

BEC PRELIMINARY

BEC Preliminary assesses language ability used in the context of business at the Council of Europe's Threshold Level (B1) for general language proficiency, which is Entry Level 3 in the UK National Qualifications Framework.

EXAMINATION CONTENT

Test of Reading and Writing (1 hour 30 minutes)

In the Reading component there are seven tasks of the following types: multiple choice, matching, Right/Wrong/Doesn't Say, multiple-choice gap-filling and form-filling. The Reading component contributes 25% of the total marks.

In the Writing component there are two tasks, both compulsory. Candidates produce a piece of internal company communication (approx. 30–40 words), and a piece of business communication (based on Reading input, approx. 60–80 words). The Writing component contributes 25% of the total marks.

Test of Listening (approximately 40 minutes including time for completion of answer sheets)

In the Listening component there are four tasks of the following types: multiple choice, gap-filling and form-filling. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening component contributes 25% of the total marks.

Test of Speaking (approximately 12 minutes per pair of candidates)

The Speaking Test is conducted by two external examiners and candidates are tested in pairs. At centres with an uneven number of candidates, the last single candidate is examined with the last pair in a group of three. **(N.B.** The group of three format may only be used to deal with uneven numbers, unexpected absence of candidates, illness, etc. It is not an option that may be selected in normal circumstances where there is an even number of candidates at a session.)

There are four tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. The Speaking component contributes 25% of the total marks.

Results

A single, overall grade is awarded, based on the aggregate of marks gained in the four components indicated above. There are no pass/fail marks for individual

components, hence there is no requirement to reach a particular level in any component in order to achieve a pass in the examination.

Two classes of passing grade are available, Pass with Merit and Pass, and two classes of failing grade, Narrow Fail and Fail.

All candidates are provided with a Statement of Results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Passing candidates are awarded a certificate.

Please note that the information in Statements of Results about grades and component performance is regularly reviewed. Any changes to the above which are introduced for or before 2002 will be notified to Local Secretaries.

TIMETABLE

Reading, Writing and Listening

Session 1	Friday	28 March	Morning
Session 2	Saturday	24 May	Morning
Session 3	Wednesday	4 June	Morning
Session 4	Friday	18 July	Morning
Session 5	Wednesday	19 November	Morning
Session 6	Saturday	22 November	Morning

Speaking

Session 1	UK	15 March to 30 March
	Overseas	22 March to 30 March
Session 2	UK	3 May to 25 May
	Overseas	10 May to 26 May
Session 3	UK	24 May to 15 June
	Overseas	31 May to 8 June
Session 4	UK	5 July to 20 July
	Overseas	12 July to 20 July
Session 5	UK	8 November to 23 November
	Overseas	15 November to 23 November
Session 6	UK	8 November to 23 November
	Overseas	15 November to 23 November

Minimum Entry Requirements

4 candidates, provided that the combined total of BEC Preliminary and/or BEC Vantage and/or BEC Higher candidates in the same session is at least 10.

BEC VANTAGE

BEC Vantage assesses language ability used in the context of business at the Council of Europe's Vantage Level (B2) for general language proficiency, which is Level 1 in the UK National Qualifications Framework.

EXAMINATION CONTENT

Test of Reading (1 hour)

In the Reading component there are five tasks of the following types: multiple choice, matching, sentence level gap-filling, multiple-choice gap-filling and error identification. The Reading component contributes 25% of the total marks.

Test of Writing (45 minutes)

In the Writing component there are two tasks, both compulsory. Candidates produce a piece of internal company communication (approx. 40–50 words), and a short report, proposal or piece of business correspondence (based on Reading input, approx. 120–140 words). The Writing component contributes 25% of the total marks.

Test of Listening (approximately 40 minutes including time for completion of answer sheets)

In the Listening component there are three tasks of the following types: gap-filling or note completion, matching and multiple choice. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening component contributes 25% of the total marks.

Test of Speaking (approximately 14 minutes per pair of candidates)

The Speaking Test is conducted by two external examiners and candidates are tested in pairs. At centres with an uneven number of candidates, the last single candidate is examined with the last pair in a group of three. **(N.B.** The group of three format may only be used to deal with uneven numbers, unexpected absence of candidates, illness, etc. It is not an option that may be selected in normal circumstances where there is an even number of candidates at a session.)

There are four tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. The Speaking component contributes 25% of the total marks.

Results

A single, overall grade is awarded, based on the aggregate of marks gained in the four components indicated above. There are no pass/fail marks for individual components, hence there is no requirement to reach a particular level in any component in order to achieve a pass in the examination.

Three classes of passing grade are available, A, B and C, and two classes of failing grade, D and E.

All candidates are provided with a Statement of Results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Passing candidates are awarded a certificate.

Please note that the information in Statements of Results about grades and component performance is regularly reviewed. Any changes to the above which are introduced for or before 2003 will be notified to Local Secretaries.

TIMETABLE

Reading, Writing and Listening

Session 1	Saturday	29 March	Morning
Session 2	Saturday	31 May	Morning
Session 3	Thursday	5 June	Morning
Session 4	Saturday	19 July	Morning
Session 5	Thursday	20 November	Morning
Session 6	Saturday	6 December	Morning

Speaking

Session 1	UK	15 March to 30 March
	Overseas	22 March to 30 March
Session 2	UK	3 May to 1 June
	Overseas	10 May to 1 June
Session 3	UK	24 May to 15 June
	Overseas	31 May to 8 June
Session 4	UK	5 July to 20 July
	Overseas	12 July to 20 July
Session 5	UK	8 November to 23 November
	Overseas	15 November to 23 November
Session 6	UK	8 November to 7 December
	Overseas	15 November to 7 December

Minimum Entry Requirements

4 candidates, provided that the combined total of BEC Preliminary and/or BEC Vantage and/or BEC Higher candidates in the same session is at least 10.

BEC HIGHER

BEC Higher assesses language ability used in the context of business at the Council of Europe's Effective Operational Proficiency Level (C1) for general language proficiency, which is Level 2 in the UK National Qualifications Framework.

EXAMINATION CONTENT

Test of Reading (1 hour)

In the Reading component there are six tasks of the following types: multiple choice, matching, word level gap-filling, sentence level gap-filling, multiple-choice gap-filling and error identification. The Reading component contributes 25% of the total marks.

Test of Writing (1 hour 10 minutes)

In the Writing component there are two tasks. In Part One candidates produce a short report (based on graphic input, approx. 120–140 words). In Part Two candidates choose whether to write a report, proposal or piece of business correspondence. The Writing component contributes 25% of the total marks.

Test of Listening (approximately 40 minutes including time for completion of answer sheets)

In the Listening component there are three tasks of the following types: gap-filling or note completion, matching and multiple choice. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening component contributes 25% of the total marks.

Test of Speaking (approximately 16 minutes per pair of candidates)

The Speaking Test is conducted by two external examiners and candidates are tested in pairs. At centres with an uneven number of candidates, the last single candidate is examined with the last pair in a group of three. **(N.B.** The group of three format may only be used to deal with uneven numbers, unexpected absence of candidates, illness, etc. It is not an option that may be selected in normal circumstances where there is an even number of candidates at a session.)

There are four tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. The Speaking component contributes 25% of the total marks.

Results

A single, overall grade is awarded, based on the aggregate of marks gained in the four components indicated above. There are no pass/fail marks for individual components, hence there is no requirement to reach a particular level in any component in order to achieve a pass in the examination.

Three classes of passing grade are available, A, B and C, and two classes of failing grade, D and E.

All candidates are provided with a Statement of Results which includes a graphical display of the candidate's performance in each paper. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper. Passing candidates are awarded a certificate.

Please note that the information in Statements of Results about grades and component performance is regularly reviewed. Any changes to the above which are introduced for or before 2003 will be notified to Local Secretaries.

TIMETABLE

Reading, Writing and Listening

Session 1	Thursday	27 March	Morning
Session 2	Saturday	17 May	Morning
Session 3	Tuesday	3 June	Morning
Session 4	There is no session 4 for BEC Higher		
Session 5	Tuesday	18 November	Morning
Session 6	Saturday	29 November	Morning

Speaking

Session 1	UK	15 March to 30 March
	Overseas	22 March to 30 March
Session 2	UK	3 May to 18 May
	Overseas	10 May to 18 May
Session 3	UK	24 May to 15 June
	Overseas	31 May to 8 June
Session 4	There is no Session 4 for BEC Higher	
Session 5	UK	15 March to 30 March
	Overseas	22 March to 30 March
Session 6	UK	15 March to 30 March
	Overseas	22 March to 30 March

Minimum Entry Requirements

4 candidates, provided that the combined total of BEC Preliminary and/or BEC Vantage and/or BEC Higher candidates in the same session is at least 10.

CERTIFICATES IN ENGLISH LANGUAGE SKILLS (CELS)

CELS is a new suite of modular tests created from an amalgamation of the CCSE and Oxford examinations.

CELS is offered at three levels: CELS Preliminary, CELS Vantage and CELS Higher. These are defined by precise specifications for each level, details of which can be found in the CELS Handbook.

CELS Preliminary assesses language ability at the Council of Europe's Threshold Level (B1), which is Entry Level 3 in the UK National Qualifications Framework.

CELS Vantage assesses language ability at the Council of Europe's Vantage Level (B2), which is Level 1 in the UK National Qualifications Framework.

CELS Higher assesses language ability at the Council of Europe's Effective Operational Proficiency Level (C1), which is Level 2 in the UK National Qualifications Framework.

At each level, four separately certificated tests are offered: Reading, Writing, Listening and Speaking.

Candidates may enter for one or more skills, and any combination of the three levels, except that tests in the same skill (e.g. Reading) may not be entered for at more than one level in the same sitting of the examination.

These certificates are particularly suited to candidates who have a desire or need to be assessed at different levels in the four language skills, and also to candidates who have a desire or need to obtain single language skills certificates or combinations of two of three language skills certificates.

No restrictions in terms of age is imposed on entry, but the target reader or audience envisaged in typical test material is adult (16+).

EXAMINATION CONTENT

Test of Reading

CELS Preliminary: 40 items to be answered in 1 hour 20 minutes
(this includes 10 minutes' reading time)

CELS Vantage: 45 items to be answered in 1 hour 40 minutes
(this includes 10 minutes' reading time)

CELS Higher: 50 items to be answered in 2 hours
(this includes 10 minutes' reading time)

Candidates are provided with a question booklet which includes the reading texts and the questions to be answered. Candidates may use monolingual English dictionaries. Electronic dictionaries are not allowed.

Tasks may be of the following types:

At all levels

- Locating and understanding specific information in a text.
- Following instructions.
- Understanding the overall message (gist) of a text.
- Identifying the type of text involved (e.g. advertisement, news report, etc.).
- Deciding on an appropriate course of action on the basis of information in the text.
- Recognising the attitudes and emotions of the writer when these are expressed overtly.
- Deciding whether the information in the text corresponds to information given earlier.
- Use of a monolingual English dictionary.

At Vantage and Higher levels

- Deciding whether a text is based on e.g. fact, hearsay or opinion.
- Recognising the attitudes and emotions of the writer when these are implicitly expressed.
- Identifying an accurate summary of a given text.

In all papers there will be a balance between open and closed task formats; closed formats involve the candidate in choosing one of a number of given possibilities such as True/False questions or ticking the correct box. Open formats require candidates to provide their own answer in the form of a single word or a phrase.

Test of Listening

CELS Preliminary: 30 items to be answered in 30 minutes
(plus 7 minutes transfer time)

CELS Vantage: 35 items to be answered in 33 minutes
(plus 7 minutes transfer time)

CELS Higher: 40 items to be answered in 37 minutes
(plus 7 minutes transfer time)

Candidates are provided with recorded material in the form of authentic texts of the types specified at each level.

Task types may include the following:

- Note completion
- Short answers
- Sentence/table completion
- Yes/No answers
- Multiple choice
- True/False
- Error correction

Test of Writing

CELS Preliminary:	1 Hour + 10 minutes' reading time
CELS Vantage:	1½ Hour + 10 minutes' reading time
CELS Higher:	2 Hours + 10 minutes' reading time

The number of tasks at each level is as follows:

CELS Preliminary:	4 tasks
CELS Vantage:	5 tasks
CELS Higher:	6 tasks

The range of text types which candidates may be asked to produce varies with level:

Preliminary: form (must involve continuous prose of 30–50 words); letter (personal/business, must be set out correctly if the task demands this); fax; message; note; notice; postcard; set of instructions.

Vantage and Higher: As Preliminary plus article; biography; advertisement; summary; curriculum vitae; memo; report; 'proposal'.

Test of Speaking

(approximately 20 minutes including preparation time)

The procedure is the same at each level.

The test is divided into two sections. Candidates are examined in pairs throughout.

Assessment will be carried out by two trained examiners, one of whom will act as Interlocutor.

The format of the test will be as follows:

Part 1 This will consist of an interaction between the Interlocutor and two candidates with the Interlocutor talking to each candidate in turn. (10 minutes)

Part 2 This will begin with an interaction between the two candidates. The Interlocutor then joins in the discussion to further develop what has been said on the topic. (10 minutes)

Results

There will be 4 results for CELS, 2 at pass level and 2 at fail level.

Timetable

The tests will be offered on 2 fixed dates a year in May/June and November/December (except for the Test of Speaking which will be available in a window period) and the list of exam dates for 2003 will be sent to all approved centres in a separate despatch.

Minimum entry requirements

10 entries at any combination of levels, provided there is a minimum of 2 for the paired Test of Speaking.

These tests are designed for children between the ages of 7 and 12 and are set at three levels: *Starters*, *Movers* and *Flyers*. The tests are specified in four categories: topics, structures, words and tasks. The word lists for *Starters*, *Movers* and *Flyers* consist of approximately 400, 700 and 1100 words respectively, and the highest level (*Flyers*) is set at a proficiency level roughly equivalent to that of the Key English Test (KET).

There are no fixed dates for the tests; centres set dates locally, taking into account local needs and conditions. Choice of venue for these tests is also flexible, and tests may be held on a school's own premises, provided that these are considered suitable by the centre.

Paper 1 **Reading and Writing**

Starters takes 20 minutes and consists of five parts, with the following task-types: true/false, spelling, gap-filling and open-ended questions.

Movers takes 30 minutes and consists of six parts, with the following task-types: matching, true/false, multiple choice, gap-filling and open-ended questions.

Flyers takes 40 minutes and consists of seven parts, with the following task-types: matching, true/false, multiple-choice, gap-filling and open-ended questions.

This paper is marked in Cambridge.

Paper 2 **Listening**

Starters takes approximately 20 minutes and has four parts, with the following task-types: matching, noting down names and numbers, multiple picture-choice and colouring.

Movers takes approximately 25 minutes and has five parts, with the following task-types: matching, note completion, multiple picture-choice, colouring and drawing/writing.

Flyers takes approximately 20 minutes and has five parts, with the following task-types: matching, note completion, multiple picture-choice, colouring and drawing/writing.

This paper is marked in Cambridge.

Paper 3 **Speaking**

Starters is a face-to-face test with one candidate and one assessor. It takes about 5 minutes and has two parts. In the first part, candidates do picture-based tasks which involve carrying out instructions and answering simple questions. In the second part, candidates answer questions about themselves.

Movers is a face-to-face test with one candidate and one assessor. It takes about 7 minutes and has four parts. The first three parts are picture-based, with the following task-types: identifying differences, relating a story, and identifying the odd-one-out in a set. In the fourth part, candidates answer questions about themselves.

Flyers is a face-to-face test with one candidate and one assessor. It takes about 9 minutes and has four parts. The first three parts are picture-based, with the following task-types: identifying differences, giving and requesting information, and relating a story. In the fourth part, candidates answer questions about themselves.

The Speaking Test is assessed on the spot and marks are returned to Cambridge.

Results

These are reported as grades out of 5 for each of the three papers. The grades appear as Cambridge shields on an Award. There is no pass/fail; every child who attempts all the papers receives an Award.

Awards are normally sent to the centres within two weeks of receipt by UCLES of the completed test papers.

Dates

Dates are set by centres, taking into account local needs and conditions.

Minimum Entry Requirements

The minimum entry for any one date is 10 candidates, who need not all be at the same test level.

All provisional entries must be received by UCLES EFL at least six weeks before the chosen test date.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)

IELTS consists of six modules. All candidates take the same Listening and Speaking modules. There is a choice of Reading and Writing modules according to the candidates' reasons for taking the test.

The Academic Reading and Writing Modules assess whether a candidate is ready to study or train in the medium of English at an undergraduate or postgraduate level. IELTS is accepted by universities and colleges in the United Kingdom, Australia, New Zealand, the United States and Canada. The emphasis of the General Training Reading and Writing Modules is on basic survival skills in a broad social and educational context. It is suitable for candidates who are going to English speaking countries to complete their secondary education or to undertake work experience or training programmes not at degree level. The General Training Modules are also used as evidence of language competence for immigration purposes in some countries.

EXAMINATION CONTENT

Listening (30 minutes)

There are four sections with a total of 40 questions. The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situations related more closely to educational or training contexts. There is a conversation between up to three people and then a further monologue. The Listening module is recorded on an audio tape and is heard ONCE only.

Academic Reading (60 minutes)

There are three reading passages of increasing difficulty with a total of 40 questions. The passages deal with issues which are interesting, recognisably appropriate and accessible to candidates entering postgraduate or undergraduate courses. At least one text contains detailed logical argument. One text may contain non-verbal input such as diagrams, graphs or illustrations.

General Training Reading (60 minutes)

There are three sections of increasing difficulty with a total of 40 questions. The first section, social survival, contains texts relevant to basic linguistic survival in English. Training survival, the second section, focuses on the training context, and the third section, general reading, involves reading more extended prose.

Academic Writing (60 minutes)

There are two tasks to complete. In Task 1 candidates are asked to look at a diagram containing visually presented data, and to present the information in their own words. In Task 2 candidates are presented with a point of view or argument or problem, and asked to present a solution or justify an opinion.

General Training Writing (60 minutes)

There are two tasks to complete. In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation.

In Task 2 candidates are presented with a point of view or argument or problem, and asked to present a solution or justify an opinion.

Speaking (10 to 15 minutes)

The Speaking module is a one-to-one interview between the candidate and an examiner. It assesses whether candidates have the necessary knowledge and skills to communicate effectively with native speakers of English in contexts relevant to the study and training functions of IELTS.

Marks

Each module is equally weighted.

Results

A score in each of the four modules, and an overall score, are recorded as levels of ability on a nine-band scale. Individual module scores are added together and averaged for the Overall Band Score. Each Band corresponds to a descriptive statement giving a summary of the English ability typical of a candidate at that level. Results are available within two weeks of taking the test. Results are reported on a Test Report Form (not a certificate) and are normally accepted by receiving institutions as valid for a minimum of two years from the date of the test. Individual receiving institutions specify the levels for the Overall Band Score (and, in some cases, of **module(s)**) which fulfil their language requirements. This level is typically in the range of Band 6 to Band 7 for academic candidates. A Band Score of 6.0–7.0 indicates a level of ability at Effective Operational Proficiency (C1) in the Council of Europe's Framework of general language proficiency, which is Level 2 in the UK National Qualifications Framework.

Timetable

IELTS is not held on set dates during the year. Test centres can arrange an IELTS administration at any time, according to local needs. Most centres conduct a testing session at least once a month and more often at peak times. Special test sessions can be arranged for particular sponsors or institutions. Individual test centres should be contacted for their current programmes.

Candidates are not allowed to repeat the test within three months at any centre.

CERTIFICATE IN ENGLISH LANGUAGE TEACHING TO ADULTS (CELTA)

Level

The Certificate in English Language Teaching to Adults (CELTA), is an introductory award-bearing course for candidates who have little or no previous experience of English language teaching. It replaced the Certificate in TEFLA in October 1996. The CELTA is intended to equip candidates to obtain their first teaching position, and it is highly regarded internationally by employers as indicating sound initial training.

Entry

Candidates must be at least 18 years old by the start of CELTA courses and have a standard of education which would allow them entry to higher education in their country. In addition, all candidates should have an awareness of language and a competence in English, both written and spoken, that enables them to undertake the course. Centres are required to ensure that:

- a) the course is suitable for applicants in terms of their background, experience and career plans
- b) applicants have the potential to develop the necessary skills to become effective teachers and to complete successfully the written assignments and the assessment of practice teaching.

Syllabus areas

CELTA courses include a significant amount of observation of classes and teaching practice, systematically integrated with the input sessions. The specific aims of the scheme are to enable candidates to:

1. develop an awareness of language and a knowledge of the description of English and apply these in their professional ELT practice;
2. develop an initial understanding of the contexts within which adults learn English, their motivations and the roles of the teacher and the learner;
3. develop familiarity with the principles and practice of effective English language teaching to adult learners;
4. develop basic skills for teaching adults in the language classroom;
5. develop familiarity with appropriate resources and materials for use with adult learners of English for teaching, testing and for reference;
6. identify opportunities for their own future development as professionals in the field.

Assessment

Assessment of each candidate's practical ability in ELT is carried out on a continuous basis and trainees are assessed in all the syllabus areas, with particular emphasis being given to their ability to foster learning. Candidates are also required to produce several pieces of written work of a practical nature.

Results

Candidates are awarded the CELTA if they satisfactorily fulfil all the requirements of the scheme. They will have shown potential for further development, and an awareness of language learning problems and of classroom techniques.

Availability

The CELTA is offered at more than 200 approved centres in over 40 countries worldwide. A current list is available from UCLES EFL.

Timetable: Contact local centres for details.

Minimum Entry Requirements

Contact local centres for details.

See also YL Extension to CELTA, page 39.

CERTIFICATE IN ENGLISH LANGUAGE TEACHING TO YOUNG LEARNERS (CELTYL) AND YL EXTENSION TO CELTA

Level

The Certificate in English Language Teaching to Young Learners (CELTYL), is an introductory award-bearing course for candidates who have little or no previous experience of English Language Teaching and who wish to teach in language schools. CELTYL course programmes focus on teaching young learners from 5–10 or 8–13 or 11–16. The Certificate awarded to successful candidates is endorsed with the specific age range on which the course has focused. The CELTYL is intended to equip candidates to obtain their first teaching position, and it is highly regarded internationally by employers as indicating sound initial training.

Entry

Candidates must be at least 18 years old by the start of CELTYL courses and have a standard of education which would allow them entry to higher education in their country. In addition, all candidates should have an awareness of language and a competence in English, both written and spoken, that enables them to undertake the course. Centres are required to ensure that:

- (a) the course is suitable for applicants in terms of their background, experience and career plans
- (b) applicants have the potential to develop the necessary skills to become effective teachers and to complete successfully the written assignments and the assessment of practice teaching.

Syllabus areas

CELTYL courses include a significant amount of observation of classes and teaching practice, systematically integrated with the input sessions. The specific aims of the award are to enable candidates to:

1. develop an awareness of language and a knowledge of the description of English and apply these in their professional ELT practice;
2. develop an initial understanding of the contexts within which young learners learn English, their motivations and the roles of the teacher and the learner;
3. develop familiarity with the principles and practice of effective English language teaching to young learners;
4. develop basic skills for teaching young learners in the language classroom;
5. develop familiarity with appropriate resources and materials for use with young learners of English for teaching, testing and for reference;
6. identify opportunities for their own future development as professionals in the field.

Assessment

Assessment of each candidate's practical ability in ELT is carried out on a continuous basis and trainees are assessed in all the syllabus areas, with particular emphasis being given to their ability to foster learning. Candidates are also required to produce several pieces of written work of a practical nature.

Results

Candidates are awarded the CELTYL if they satisfactorily fulfil all the requirements of the course. They will have shown potential for further development, and an awareness of language learning problems and of classroom techniques.

Availability

A current list of approved centres is available from UCLES EFL.

Timetable: Contact local centres for details.

Minimum Entry Requirements

Contact local centres for details.

Also available is the Young Learner (YL) Extension to CELTA, for people who have successfully completed CELTA and who want to extend their experience with young learners.

Course programmes focus on teaching young learners from either 5–10, 8–13 or 11–16, and courses generally last two weeks. Assessment includes practical teaching and written assignments.

Successful candidates receive a re-issue of their CELTA certificate, with an endorsement confirming that they have additionally been awarded the Young Learner Extension, and stating the specific age range on which the course has focused.

CERTIFICATE FOR OVERSEAS TEACHERS OF ENGLISH (COTE)

Level

The Certificate is intended for practising teachers who are teaching English to either children or adults and who have begun their careers in this field relatively recently.

Entry

Candidates should be practising teachers and will normally have had at least 300 hours of relevant classroom experience. Their English language competence should be sufficient to enable them to reach the standard required to complete the Language Development Assessment Requirements of this Certificate, equivalent approximately to Cambridge First Certificate in English, CEELT Level 1 or CCSE Level 2. Centres are required to apply detailed screening procedures to potential candidates to assess their suitability and readiness to follow a COTE course.

Syllabus areas

The Syllabus aims to ensure a balance between the demands of practical application and an understanding of the theoretical background.

The specific aims of the scheme are:

1. Language Development: to improve candidates' ability to use English for classroom purposes.
2. Methodology: to develop candidates' awareness of phonology, grammar, vocabulary, discourse and learning theories.
3. Practical teaching: to develop candidates' ability in classroom management and lesson planning, and ability to develop in learners the skills of listening, speaking, reading, and writing.

Assessment

There is continuous assessment of candidate performance in the three areas mentioned above. Assessment in areas one and two is by means of a series of written assignments. Assessment in area three is based on four observed lessons. All assessments are made on a five-point scale (A to E).

Results

Candidates must pass in all three areas of assessment in order to gain the Certificate.

Availability

A centre list is available from UCLES EFL.

Timetable

Contact local centres for details.

Minimum Entry Requirements

Contact local centres for details.

Note

COTE is currently under revision and the new syllabus will be piloted during 2002.

The current COTE syllabus and assessment framework will not be available after January 2004.

Details of the revised COTE can be obtained from UCLES EFL's Language Teaching Unit.

DIPLOMA IN ENGLISH LANGUAGE TEACHING TO ADULTS (DELTA)

The Diploma in English Language Teaching to Adults is an in-service award-bearing course for candidates with substantial experience of teaching English to speakers of other languages. It replaces the DTEFLA/DOTE. The DELTA is intended to offer candidates the opportunity to:

- acquire new insights into and a deeper understanding of the principles and practice of ELT to adults;
- examine their current practices and beliefs;
- apply the results of their learning and reflection to their current professional lives and to circumstances beyond their present and previous teaching experience.

The DELTA is highly regarded internationally by employers as an in-service professional development training course.

Entry

Candidates must have:

- a minimum of two years full time/1200 hours teaching experience of ELT to adults within the past five years and will normally have a range of teaching experience involving work in different contexts; experience with learners at different levels is essential;
- a standard of education which would allow entry to Higher Education in their country; they will normally have undertaken some formal course of training in ELT to adults at either a pre-service or early in-service level;
- a competence in English, both written and spoken, that enables them to undertake the course and complete all assessed elements successfully. It is the responsibility of individual centres to ensure that all candidates have an appropriate level of language awareness and competence in English.

Syllabus areas

DELTA courses include a number of integrated teaching assignments relating classroom practice to the theoretical background and include a significant amount of observation of classes and teaching practice. The specific aims of the scheme are to enhance candidates' understanding of the following areas:

1. The English language and its description;
2. The practice and principles of teaching and learning in relation to a wide range of adult learners and their learning contexts;
3. The nature, role and use of resources and materials;
4. The process of teaching/learning and how it can be managed;
5. Procedures for the formal and informal assessment of learners, the evaluation of courses and programmes of work, and the investigation of personal effectiveness as a teacher in the classroom;

6. Opportunities to further their professional development as teachers, co-ordinators of other teachers and programme administrators; and to improve their skills as teachers and ELT professionals by helping them to apply this understanding to a wide range of teaching and learning contexts.

Assessment

The assessment framework has three components:

- Component 1: Coursework
- Component 2: Extended Assignment
- Component 3: The Written Examination

Component 1: Coursework

This component consists of a set of seven assignments designed by the centre, using the DELTA specifications. Each assignment is completed during the course and the centre decides on the order and timing

- All assignments explore the relationship between practice and underlying principle in specific areas
- Five assignments include an assessed lesson

Component 2: The Extended Assignment

The assignment is set by the centre but is externally marked.

Component 3: The Written Examination

The examination is a three hour written paper which includes three questions.

Each question:

- comprises three tasks
- includes some ELT related data for each task
- requires the candidate to work with the data provided.

Grades of award

Candidates who meet the course requirements and who demonstrate that they have met the pass criteria for **all three** assessment components will be awarded a **Pass**.

Exceptionally a **Pass with Distinction** will be awarded to candidates who meet the course requirements and who demonstrate that they have met the distinction criteria for two out of three assessment components.

Candidates who fail to meet pass criteria may be **Referred**, and may retake the failed component(s) **on two further occasions within three years of their first attempt**.

Availability

The DELTA is offered at more than 40 approved centres world-wide. A list is available from UCLES EFL.

TIMETABLE

Written examinations:

04 June 2003

03 December 2003

Minimum entry requirement

Contact local centre for details.

Please note that the DELTA replaces the DTEFLA (Diploma in Teaching English as a Foreign Language to Adults) and DOTE (Diploma for Overseas Teachers of English).

2003 EXAMINATION TIMETABLES

Key English Test

Test Dates: 22 March, 17 May, 06 June, 07 June, 29 November and 05 December.

KET Paper 1 (Reading/Writing) & Paper 2 (Listening) papers must be administered in the afternoon on these dates.

Paper 3 (Speaking) is held by separate arrangement, within those periods specified on page 12.

Preliminary English Test

Test Dates; Dates as for KET above.

PET Paper 1 (Reading/Writing) & Paper 2 (Listening) papers must be administered in the morning on these dates.

Paper 3 (Speaking) is held by separate arrangement, within those periods specified on page 14.

First Certificate in English

Paper 1 Reading (1½ hours)	0102/1	Saturday	15 March	Morning
	0100/1	Tuesday	10 June	Morning
	or 0102/1	Saturday	14 June	Morning
	or 0100/1	Tuesday	09 December	Morning
	or 0102/1	Saturday	13 December	Morning
Paper 2 Writing (1½ hours)	0102/2	Saturday	15 March	Morning
	0100/2	Tuesday	10 June	Morning
	or 0102/2	Saturday	14 June	Morning
	or 0100/2	Tuesday	09 December	Morning
	or 0102/2	Saturday	13 December	Morning
Paper 3 Use of English (1½ hours)	0102/3	Saturday	15 March	Morning
	0100/3	Tuesday	10 June	Afternoon
	or 0102/3	Saturday	14 June	Afternoon
	or 0100/3	Tuesday	09 December	Afternoon
	or 0102/3	Saturday	13 December	Afternoon

Certificate in Advanced English

Paper 1 Reading (1½ hours)	Wednesday	11 June	Morning
	Wednesday	10 December	Morning
Paper 2 Writing (2 hours)	Wednesday	11 June	Morning
	Wednesday	10 December	Morning
Paper 3 English in Use (1½ hours)	Wednesday	11 June	Afternoon
	Wednesday	10 December	Afternoon

Certificate of Proficiency in English

Paper 1 Reading (1½ hours)	Thursday	12 June	Morning
	Thursday	11 December	Morning
Paper 2 Writing (2 hours)	Thursday	12 June	Morning
	Thursday	11 December	Morning
Paper 3 Use of English (1½ hours)	Thursday	12 June	Afternoon
	Thursday	11 December	Afternoon

Papers 4 and 5 are held by separate arrangement, according to centre, normally within the period 8 March to 23 March (FCE only), 19 May to 21 June and 17 November to 16 December.

N.B. Special timetable arrangements may apply for CAE and CPE candidates at centres in the following countries: Greece and Portugal. Special timetable arrangements will apply for FCE candidates at centres in Greece and KET/PET candidates in Spain and Japan.

Cambridge Young Learners English Tests

Contact local centre for details of next test dates

The Business English Certificates

Test Dates

BEC Preliminary: 28 March, 24 May, 4 June, 18 July, 19 November and
22 November

BEC Vantage: 29 March, 31 May, 5 June, 19 July, 20 November and
6 December

BEC Higher: 27 March, 17 May, 3 June, 18 November and 29 November

Refer to BEC pages for Speaking Test dates information.

Certificate in English Language Teaching to Young learners in Language Schools (CELTYL)

Contact local centres for details of next test dates.

Certificate for Overseas Teachers of English

Contact local centres for details.