

ESOL International



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Our Approach

AIM Awards approach to ESOL International qualifications is based on years of research and experience in language assessment at Anglia Examinations, whose mission is to provide progressive, high quality, fair, accessible and inclusive tests which are a genuine alternative in the examinations market place, empowering and enabling candidates to achieve their potential.

Step-by-Step

Anglia Examinations' approach to testing in English is unique, with its carefully calibrated Step-by-Step approach, designed to motivate and encourage the candidate through ten levels from beginner to expert. This approach to testing encourages and motivates candidates to make clear and effective progress.

Anglia Examinations tests measure all four language skills - listening, reading, writing and speaking. The young candidate levels take the candidate from beginner to A1 on the Common European Framework of Reference. Children as young as four years old can begin here. It is acknowledged that at the very beginning of the learning process a candidate will recognise far more than he/she can actively produce.

Achievable goals

The middle levels take the candidate from A2 to A2+. For many candidates this is the most difficult stage of the learning process, but by testing a few more of the building blocks of the language and asking for a little more active production at each level we can motivate the candidate with clear achievable goals, leaving them not only confident at each stage but also ready to move on to the higher levels.

The higher levels, which are the levels approved by Ofqual as AIM Awards qualifications in ESOL International, take the candidate from B1, through B2 to a proficient C1 and for some, an expert C2. The format of the tests remain familiar but Step-by-Step the testing of specific new structures takes second place to the in-depth testing of language production and the assessment of the range and scope of the student's English competence.



Who are we?

AIM Awards is a national awarding organisation offering a large number of Ofqual regulated qualifications from Entry Level to Level 6 in a variety of sectors and subjects. Our qualifications are flexible enough to be delivered in a range of settings from small independent training providers to large schools and colleges.

We have partnered with Anglia Examinations to offer a widely recognised and valued suite of English for speakers of other languages (ESOL) qualifications designed to accommodate candidates of all ages across the world. Anglia has a proven reputation for success based upon its step-by-step method of language learning and testing, and personal approach when dealing with candidates.

Together we pride ourselves on offering the best possible customer service, and are always on hand if you have any questions. We consult regularly with higher education, government regulators and other stakeholders to ensure that the content of our qualifications and our quality assurance systems ensure excellent candidate outcomes that meet their requirements.

Our values

In our dealings with you we will always be:

Friendly : Learning is a people business built on our relationship with you.

Flexible : We need to help our clients achieve their goals which means shaping and developing our offer until it is right for them.

Fair : In holding our standards we will strive to be consistent, transparent and honest.

Where can you find us?

We operate globally. There are over 1000 centres delivering our qualifications in many countries all around the world, including Argentina, Bulgaria, Cambodia, Chile, China, Cyprus, Columbia, Italy, Macau, the Netherlands, Paraguay, Peru, Taiwan, the United Kingdom and Uruguay.

Why AIM Awards and Anglia?

Accessible

Our examinations are operated throughout the world by our team of friendly reputable and trusted field agents. They are familiar with your requirements and can provide support tailored to your locality. You are able to choose from regular examination dates meaning you are never too far from an opportunity to take a test.

Achievable

Our qualification specifications and examinations provide a clear, familiar format for the fair and accurate assessment of the candidates taking them. They are designed so that both the candidates and their teachers alike know exactly what is required of them on the day, thereby minimising the anxiety of the test situation.

Accepted

Our qualifications are regulated by the Office of Examination and Qualification Regulation (Ofqual) in the United Kingdom and mapped to the Common European Framework of Reference (CEFR) to give them international recognition.

Candidates undergo rigorous identity checks so that our certificates are accepted by hundreds of universities and academic institutions across the globe.

Appropriate

Our examinations are all written, graded and certificated by our experts within the United Kingdom using real language spoken by real native speakers. This will help you prepare to use English abroad, or at home, in a range of contexts such as listening to university lectures or participating in work meetings.



Ofqual Regulation

All candidates who successfully complete an AIM Awards/Anglia examination will be issued with a certificate carrying the Ofqual logo.

Ofqual regulates qualifications, examinations and assessments of awarding organisations operating out of England. They maintain standards and confidence in qualifications reporting directly to Parliament. They ensure that the qualifications they regulate reliably indicate the knowledge, skills and understanding candidates have demonstrated and that people have confidence in the qualifications that they regulate.

In order to carry the Ofqual logo the qualifications and the process that underpin them have had to undergo a robust process of review in order to ensure the:

- ✓ Assessment approach is valid
- ✓ Assessments are comparable to other qualifications at the same level
- ✓ Mapping to the Common European Framework is in place and appropriate
- ✓ Systems for administering and marking assessments, as well as awarding results are reliable
- ✓ Processes for authenticating the identity of candidates are secure

This means that receiving academic institutions and prospective employers can have even more confidence than ever that those holding an AIM Awards/Anglia qualification are who they say they are and that the result and grade reported on the certificate is accurate.

The Common European Framework of Reference

The Common European Framework of Reference (CEFR) was developed by the Council of Europe as a tool to give consistency to language curricula and assessments throughout Europe. It is made up of a comprehensive list of standards that describe how candidates perform at specific stages of language development and acquisition. These stages are known as the CEFR levels and they can be applied to the learning of any language.

The CEFR levels have become widely accepted and understood across Europe and beyond by a wide range of qualification stakeholders, such as national and federal governments, universities and certain employers.

The AIM Awards/Anglia qualifications have been benchmarked against these standards through a detailed mapping exercise. Our qualifications clearly signpost how different components are designed to meet the CEFR requirements and our certificates clearly indicate which level of the CEFR the individual candidate has achieved. This enables our certificates to be quickly understood in a wide range of cultural contexts and boosts the portability, validity and standing of the qualifications.



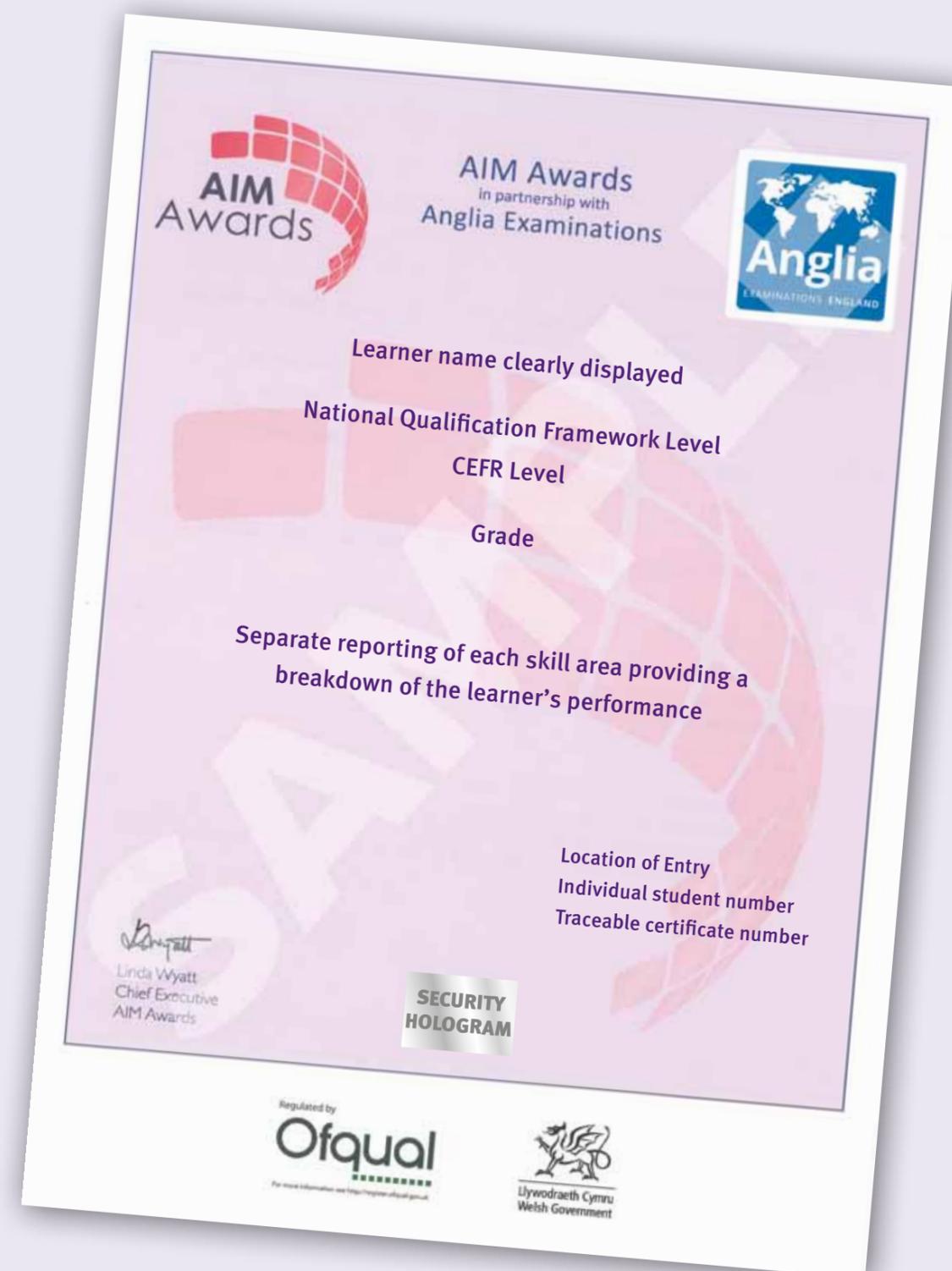
Our Certificates

Our certificates follow Ofqual regulations to report learner achievement in a clear and unambiguous manner. Here is an overview of the key features:

- ✓ Learner name clearly displayed
- ✓ Nation Qualifications Framework Level
- ✓ CEFR Level
- ✓ Grade

Separate reporting of each skill area so you can see the breakdown of a learners performance:

- ✓ Location of Entry
- ✓ Individual student number
- ✓ Traceable certificate number
- ✓ Security Hologogram



AIM Awards Entry Level Certificate in ESOL International (B1) Anglia Examinations: Intermediate Level (CEFR B1)

What can a candidate do at this level?

At this level the candidate can understand the main points of clear standard input on familiar matters regularly encountered in work, school and leisure. They can deal with most situations likely to arise whilst travelling in an area where English is spoken. They can produce simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

How is the candidate assessed?

- ✓ Reading and Writing examination of 1 hour 40 minutes
- ✓ Listening examination of 20 minutes
- ✓ Speaking examination of approximately 15 minutes carried out in pairs.

Full details of the examination format and requirements are available in the qualification specification, but here are some examples of the type of things candidates will be required to do to evidence their ability over the four skills areas.

Writing questions

- 1) Describe a popular festival in your country.
- 2) Write a story beginning with the words "I woke up feeling nervous..."
- 3) What would you do the day after you won £1billion?

Reading extract



From Cape Town to London

In 2013, Philip Young and Paul Brace decided to drive from Cape Town, South Africa to London in a rather unusual car. The car they chose was a Fiat Panda. Philip and Paul, both car mechanics, believed the tiny car could manage the difficult journey. The real reason for their journey, however, was to raise money for Farm Africa, a charity which helps families in rural areas.

This was not the first time the men had done this trip. In 2011, they did the same journey in a Land Rover, which took several weeks. This time they wanted to complete it as quickly as possible and break the world record.

Philip and Paul set off on February 1st. Their route covered 10,300 miles and lasted 10 days, 13 hours and 28 minutes, stopping only for fuel and food. When one was driving, the other slept in the back of the car. They faced many problems in the thirteen countries on their route. In Ethiopia, they nearly ran out of fuel. After crossing into Sudan, they took a wrong turn and wasted valuable time. They nearly got swept off the road in thunderstorms in Botswana, their ferry was delayed in Tunisia and snow and fog caused further delays in Europe. Temperatures ranged from -4° to 40° C, but both men said the hardest part of the journey was the dust on the roads, which got into their eyes and mouth. Both agreed that the best part was seeing supporters waving and cheering as they passed through villages and towns.

The men finally arrived in London at 5.28 p.m. on 11th February, breaking the previous world record by almost 24 hours. The car had performed perfectly and needed no oil or water, even at the end of the journey. With people having donated almost £40,000, Philip and Paul are looking forward to their next adventure.

Reading questions

- 1) Why did Philip and Paul drive from Cape Town to London?
- 2) How long did the journey take in the Fiat Panda?
- 3) Philip and Paul got lost when they were travelling through
 - a) Botswana.
 - b) Ethiopia.
 - c) Sudan.

Listening extract



Speaker 1 : Why is Josie crying? Has she had some bad news?

Speaker 2 : She's just opened her exam results. The postman brought them.

Speaker 1 : Oh, dear. Didn't she do very well? Her dad will be angry.

Speaker 2 : She passed them all! She's so pleased that she just burst into tears.

Listening question

- 4) Why is Josie Crying?
 - a) She's disappointed.
 - b) She's happy.
 - c) She's angry.
 - d) She's sad.

Speaking Test Scenario

You and some friends want to visit another city for a long weekend to celebrate the end of your exams. You and your partner have the job of planning the trip. There are five people in your group of friends. Think about where you will go and how you will get there. Also think about where you will stay and what you will do.



AIM Awards Level 1 Certificate in ESOL International (B2) Anglia Examinations: Advanced Level (CEFR B2)

What can a candidate do at this level?

At this level the candidate can understand the main ideas of complex text on both concrete and abstract topics.

They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.



How is the candidate assessed?

- ✔ One Reading and Writing examination of 2 hours 30 minutes
- ✔ One Listening examination of 30 minutes
- ✔ One Speaking examination of approximately 20 minutes carried out in pairs

Full details of the examination format and requirements are available in the qualification specification, but here are some examples of the type of things candidates will be required to do to evidence their ability over the four skills areas.

Writing questions

- 1) Which person from your country's history do you most admire and why?
- 2) Give an account of a day when you made an expensive mistake.
- 3) All teachers should be at least 40 years old. Discuss.

Reading extract



Tattoos

Tattoos have been part of human decoration since the Stone Age and were present in nearly every culture from the Romans to the Native Americans. The word 'tattoo' was brought to Europe by the explorer James Cook, when he returned in 1771 from his first voyage to New Zealand. In his journal, he referred to an operation called 'tattaw', meaning 'scarring', which he described clearly. Before this, tattooing in Europe had been described as painting. Julius Caesar referred to painted decoration when he came to Britain in 55 BC. Experts believe the name 'Britain' comes from an old Celtic word Brittos, meaning 'painted people' because of the custom of Ancient Britons tattooing themselves.

In the 19th century, tattooing became popular for a while among European aristocracy. Even King George V had a dragon tattoo on his arm. It was also very popular among the lower classes. By the late 1800s, 90% of the British navy was tattooed but, for the middle classes, tattoos remained uncommon. The majority of people in Europe and North America with tattoos were sailors or criminals. Certainly nobody who wanted to be considered respectable had one.

Reading Questions

- 1) Who introduced the word 'tattoo' into European languages?
- 2) What is the origin of the name 'Britain'?
- 3) In the 19th century tattoos were popular among
 - a) the upper and middle classes.
 - b) the middle and lower classes.
 - c) the upper and lower classes.

Listening extract



Exam results for 16 year-olds in England and Wales released today show a small reduction in the number of young people reaching the highest grades. Marks for maths were down by 1% on last year and the number of people studying Modern Languages, including Spanish, French and German has continued to decline. One subject where results have improved is Chemistry, where the number of candidates getting the highest grade has increased by 8%.

Listening questions

- 1) Maths results have improved since last year.
 - a) True
 - b) False
 - c) Doesn't say
- 2.) More teenagers are studying French than German.
 - d) True
 - e) False
 - f) Doesn't say

Speaking Scenario

Give a short presentation (2 – 3 minutes) on a topic from the list. Then listen to a presentation from another candidate before responding to one another's presentations for about 3 minutes each.

List of topics

- 1) Money is more powerful than love. Do you agree?
- 2) All candidates should learn to speak English. Do you agree?
- 3) Violence should never be shown on the TV or in the cinema. Do you agree?
- 4) Each family should only be allowed to have one car. Do you agree?
- 5) Tourism does more harm than good. Do you agree?



AIM Awards Level 2 Certificate in ESOL International (C1) Anglia Examinations: AcCEPT and General Proficiency – Level (CEFR C1)

What can a candidate do at this level?

At this level the candidate can understand a wide range of demanding, longer texts, and recognise implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use English flexibly and effectively for social, academic and professional purposes. They can produce clear, well structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

How is the candidate assessed?

- ✔ One Reading and Writing examination of 2 hours and 30 minutes
- ✔ One Listening examination of 30 minutes
- ✔ One Speaking examination of approximately 20 minutes carried out in pairs

Full details of the examination format and requirements are available in the qualification specification, but here are some examples of the type of things candidates will be required to do to evidence their ability over the four skills areas.

Writing questions

Candidates can choose from academic or general titles:

- 1) Too many antibiotics are given unnecessarily to patients. This is endangering the health of the whole world. Discuss. (Academic)
- 2) Write a balanced argument on the long term effects of letting children do whatever they want. (Academic)
- 3) What are the advantages and disadvantages of living in a popular holiday resort? (General)
- 4) Describe in detail the kind of person who is most suitable to be a parent. (General)

Reading extract



Cooks and Their Books

Jamie Oliver is one of the world's best loved chefs and TV personalities, whose books have been translated into 30 languages and whose programmes have been broadcast in over 100 countries. His inspiration for cooking came from the pub run by his parents, where he picked up many techniques and by the age of 11, was outperforming many of the chefs there. He left school when he was 16 to make his way in the food industry. He went to catering college, then received more formal training in France, before returning to London.

His lucky break came during the making of a documentary about the restaurant he was working in. Jamie was spotted in the background by the editors, who focused in more and more on this cheeky young chef. The day after the programme was broadcast, Jamie received calls from five different production companies all eager to work with him. Sixteen cookery books and over twenty TV programmes have been the result.

Reading Questions

- 1) Jamie Oliver's first paid job was in his parents' pub.
 - a) True
 - b) False
 - c) Doesn't say
- 2) Jamie's 'lucky break' occurred while he was working in France.
 - a) True
 - b) False
 - c) Doesn't say
- 3) Find the word or phrase in the passage which means the SAME as **noticed** in the extract.

Listening extract



For days before the first term started I was almost sick with nerves and excitement but I was also dreading having to wear the uniform.

I remember thinking I looked ridiculous, until we approached school and I saw everyone else in the same ugly jackets. Then those feelings quickly vanished. I remember waving to Mum and being swept along in the crowd of pupils, overcome with a fear of the unknown. I couldn't remember where to go, or which stairs to take, and it took me several weeks to get my bearings. I always bear this in mind now in my own job. When kids come in, especially if they're going to have a serious operation, the team sits down and talks through the procedures. I explain exactly what I'll be doing when they're in theatre, just so they know exactly what to expect.

Listening Questions

- 1) Entering the school gates, the speaker felt extremely
 - a) exhilarated.
 - b) self-conscious.
 - c) confused.
- 2) What does the speaker do for a living?
 - a) surgeon
 - b) teacher
 - c) actress



Speaking discussion questions

- 1) Where do you see yourself in five years' time?
- 2) What would you say your strengths were as a language candidate/ as a person?
- 3) Have you got any weaknesses which you are working on at the moment?
- 4) Who's had the most influence on your development so far?

AIM Awards Level 3 Certificate ESOL International Level 3 Anglia Examinations: Masters Level (CEFR C2, or C1 according to achievement)

What can a candidate do at this level?

At this level the candidate can understand with ease virtually everything heard or read. They can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

How is the candidate assessed?

- ✔ One Reading and Writing examination of 2 hours 30 minutes
- ✔ One Listening examination of 1 hour 45 minutes (one element of the Listening paper will contribute the Writing mark (W1) at Level 3)
- ✔ One Speaking examination of approximately 20 minutes carried out in pairs

Full details of the examination format and requirements are available in the qualification specification, but here are some examples of the type of things candidates will be required to do to evidence their ability over the four skills areas.

Writing Question

- 1) What are the advantages and disadvantages of continued space exploration?
 - a) space tourism
 - b) raw material sourcing
 - c) more immediate terrestrial needs
 - d) scientific endeavour
 - e) satellite technology
 - f) colonisation of other planets

Was the Space Shuttle a Mistake?

Forty years ago, an article appeared in Technology Review entitled 'Shall We Build a Space Shuttle?' Now, with the benefit of hindsight, it perhaps seems appropriate to ask a slightly different question: 'Should We Have Built the Space Shuttle?'

The Apollo Program, which saw six spacecraft successfully land humans on the moon between 1961 and 1972, was a hugely expensive effort. Thereafter, a low-cost, safe space transportation system for astronauts and cargo was needed for the future of the U.S. space program. Developing a new space launch system was the next logical step for NASA.

In 1972 an ambitious and technologically challenging shuttle was designed. Other, simpler designs were also considered, but ultimately the final decision resulted in the most complex, ambitious machine ever built. Unlike the Apollo Program, the shuttle had no definite time frame or clear objective. Rather than lowering the expense of space travel, thereby allowing it to become routine, the space shuttle turned out to be not only costly, but also experimental, with multiple inherent risks. In fact, many believe that taking the chosen design and building the U.S. space program around it was 'a mistake' and that taking a more evolutionary approach by developing one of the simpler alternatives would have been a better choice.

Reading extract



Reading Question

Replace the underlined words with other phrases or words of your own so that the article still reads correctly, both grammatically and in the sense of what is said.

Listening extract



Speaker 1 : Bob, welcome to the studio. Now, have I got this right, you paint what I call electricity pylons but you call them something else?

Speaker 2 : Well, yes and no. In the trade they're known officially as Transmission Towers, so if I have to write a report then I write about Transmission Tower Tee Tee six five oh nine or whatever, but that's a formality. In certain provinces of Canada, they're sometimes called hydro towers, but when we're on the job, we refer to them like everybody else, either as pylons or EPs, standing for electricity pylons, of course.

Speaker 2 : So each pylon has its own ID because there are so many of them?

Speaker 1 : Oh yes, I mean, there are over twenty two thousand of them, six thousand or so relevant landowners and about fifteen hundred local councils, so the different UK power companies that own them have to be able to keep track of them.

Listening Questions

- 1) What term is most often used for pylons by painters?
 - a) transmission towers.
 - b) hydro towers.
 - c) EPs.
- 2) How many pylons are there in the UK?
 - a) about 1,500.
 - b) over 22,000.
 - c) 6,000 or so.

Speaking Scenario

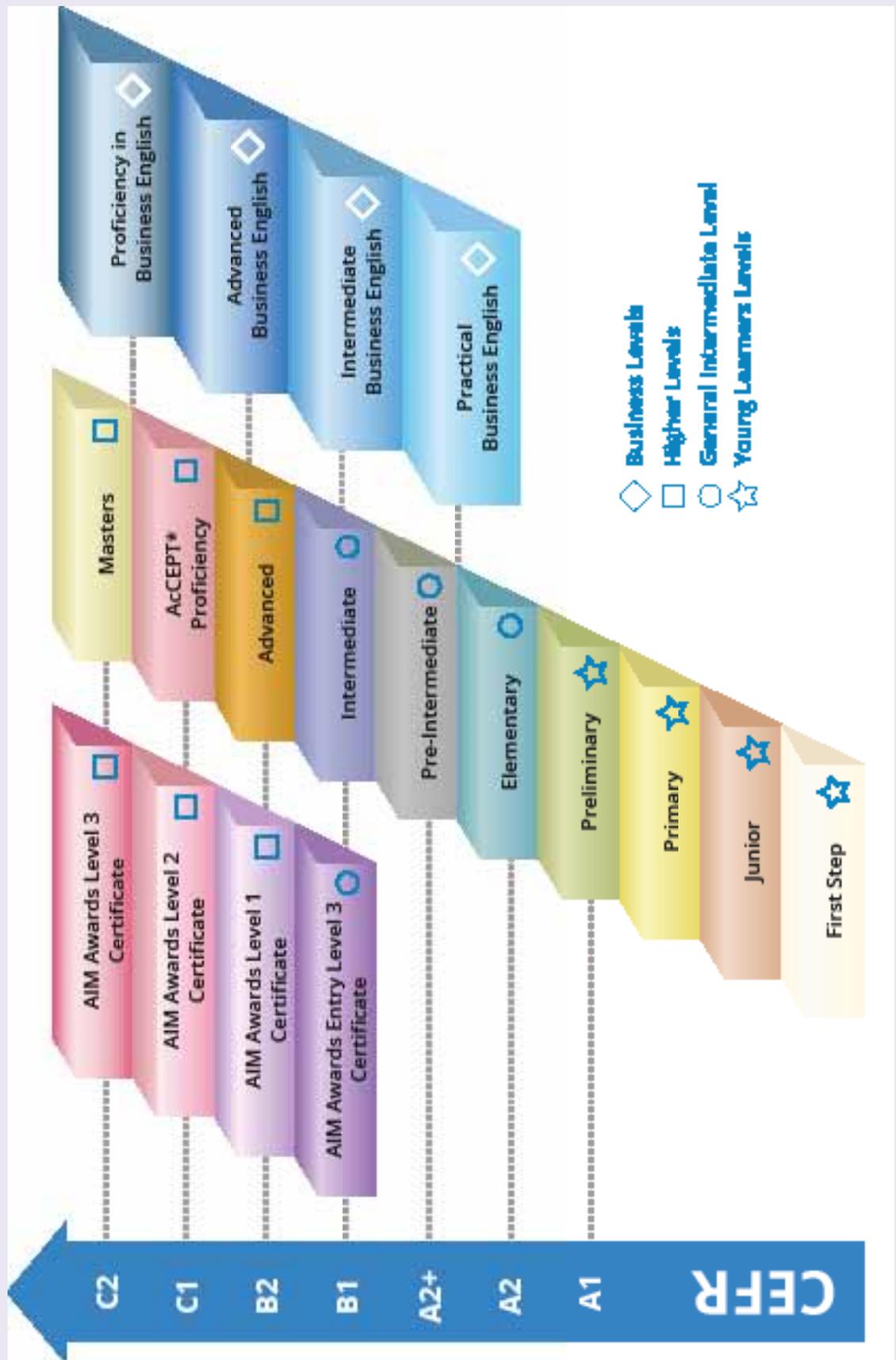
You will be asked at to talk about one these four topics, picked randomly, for two to three minutes. You will listen to other candidates talk about the topic as well. You will then debate the issues with your fellow candidates.

- 1) It is the government's responsibility to pay for the care of elderly people in society.
- 2) The elderly should be cared for in their old age by members of their own family and should not expect support from the government.
- 3) Animal testing is unjustified, regardless of whether it is for cosmetic, medical or other scientific purposes.
- 4) Animals must continue to be bred for use in developing medical/scientific research in order to save lives.





Step-by-Step with AIM Awards and Anglia Examinations



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