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AELS NoCn LEVEL C1 – Intermediate Certificate in ESOL International

ESOL INTERNATIONAL EXAMINATIONS
AELS NOCN AELS LTD & HL25 SRL ITALY |



PART OF **nocn** GROUP

This document contains the syllabus for the AELS Nocn LEVEL C1, ESOL Examinations for adults and teenagers. It is hoped that the document will help the students achieve the required level of competence relating to **language systems** (i.e. grammar, vocabulary, functional language and pronunciation) and the four **language skills** (Reading, Listening, Writing and Speaking).

Recommended Total Qualification Time for ESOL Examinations

LEVEL GROUP	CEFR LEVEL	AELS-NOCN EXAMINATION	MINIMUM TIME FRAME PER LEVEL
Basic User	A1	A1 – Certificate in ESOL International (A1 CEFR)	60-80 hours
	A2	A2 – Certificate in ESOL International (A2 CEFR)	60-80 hours
Independent User	B1	B1 – Certificate in ESOL International (B1 CEFR)	90-100 hours
	B2	B2 – Certificate in ESOL International (B2 CEFR)	100-120 hours
Proficient User	C1	C1 – Certificate in ESOL International (C1 CEFR)	90-100 hours
	C2	C2 – Certificate in ESOL International (C2 CEFR)	90-100 hours
	TOP SCORE 100		

ESOL INTERNATIONAL CEFR C1 SYLLABUS

CEFR LEVEL C1

GENERAL DESCRIPTION OF C1 LEVEL

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.¹

Speaking Intermediate Scales

The learner should be able to express him/herself fluently and spontaneously without much obvious searching for expressions. He/she should be able to use language flexibly and effectively for social and professional purposes. The learner should be able to formulate ideas and opinions with precision and relate his/her contribution skilfully to those of other speakers. The learner should be able to present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Writing Intermediate Scales

The learner should be able to express him/herself in clear, well-structured text, expressing points of view at some length. The learner should be able to write about complex subjects in an essay, underlining what he/she considers to be the salient issue. The learner should be able to select a style appropriate to the reader in mind. The learner should be able to write an email or a story highlighting the personal significance of events and experiences.

Reading Intermediate Scales

The learner should be able to understand long and complex factual and literary texts, appreciating distinctions of style. The learner should be able to understand specialised articles and longer technical instructions, even when they do not relate to his/her own field.

Listening Intermediate Scales

The learner should be able to understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. He/she should be able to understand television programmes and films without too much effort.

¹ Table 1. Common Reference Levels: global scale in Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.

Language requirements for AELS-Nocn Entry Level 2 Certificate in ESOL International

- Mixed conditionals
- The use of *suppose*, *supposing* and *what if*
- Modals in the past
- Future perfect simple
- Future perfect continuous
- Subordinating conjunctions
- Inversion with negative adverbials
- Multi-word verbs
- Reported speech
- Giving opinions and comparing situations
- Handling an awkward situation
- Persuading
- American vs. British English

Functions for AELS-Nocn Level 2 Certificate in ESOL International

- Advising
- Clarifying / confirming for understanding
- Complaining about goods and services
- Discussing necessities
- Discussing the future
- Expressing regrets

- Developing ideas and opinions
- Expressing irritation
- Expressing thoughts and emotions
- Giving a critical response
- Giving advantages / disadvantages
- Expressing qualified views
- Making hypotheses
- Making suppositions
- Persuading
- Reflecting
- Reporting information
- Handling an awkward situation
- Being able to talk about criminal events and actions
- Being able to talk about education and compare different education systems
- Being able to express opinions and know the vocabulary and most common expressions about environmental problems and providing solutions
- Talking about technological devices and reflecting on the role of technology in our society
- Being able to talk about success and failure
- Possessing a good mastery of American and British English vocabularies and their differences

Speaking Prescribed Topics List

AELS-Nocn ESOL International Speaking Examinations make use of a list of some prescribed topics.

- Success and failure
- Communication and technology
- The environment
- The future
- Education and school
- Crime
- Weather, climate and the world around us
- Sport and leisure
- Health
- Travel and tourism
- People and their lives

Listening, Reading, Use of English and Writing examination format

The examination is taken in one sitting of 3 hours. Candidates receive one question paper with four sections: Listening, Reading, Use of English and Writing. Candidates complete a multiple-choice optical mark form with their responses to the first three sections of the paper. The written part of the examination is completed in a separate answer booklet.

Listening skills focus	Task	Format	Marks/Timings
<p>Part One</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • identify the main ideas and information in formal and informal discussions, situations or contexts • identify facts, opinions and lines of reasoning of unfamiliar topics • identify the correct response to unconventional or unfamiliar language. 	<p>One longer monologue recording and 10 questions</p> <p>The recording is tested with 10 statements that are true or false</p> <p>The candidate has one and half minutes to read the questions before the audio begins</p> <p>The recording is played twice</p> <p>One longer monologue recording and 10 questions</p>	<p>True/false items</p>	<p>10 marks</p>
<p>Part two</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • identify the main ideas and information in formal and informal discussions, situations or contexts • identify facts, opinions and lines of reasoning of unfamiliar topics • identify the correct response to unconventional or unfamiliar language. 	<p>The recording is tested with one three-option multiple choice question</p> <p>The candidate has one and half minutes to read the questions before the audio begins</p> <p>The recording is played twice</p>	<p>Three-option multiple choice</p>	<p>10 marks</p> <p>Total time: approximately 30 minutes</p>

Reading skills focus	Task	Format	Marks/ Timing
<p>Part One (A)</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • identify the purpose of familiar and unfamiliar texts • identify the meaning of formal ideas in text • identify writer's opinion and implied meaning • identify the gist of a text by skimming and scanning • find specific information by detailed reading 	<p>Ten multiple choice comprehension questions based on the same text</p> <p>Candidates read the text and choose the appropriate answer to each question from three options</p> <p>Text length 300 - 350 words</p>	<p>three-option multiple choice</p>	<p>10 marks</p>
<p>Part One (B)</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • identify the purpose of a text • identify the meaning of ideas in text • identify writer's opinion • find specific information in a text 	<p>Ten multiple choice comprehension questions based on the same text</p> <p>Candidates read the text and choose the appropriate answer to each question from three options</p> <p>Text length 250 - 300 words</p>	<p>Three-option multiple choice</p>	<p>10 marks</p> <p>Total suggested time: 60 minutes</p>

Use of English Skills Focus	Task	Format	Marks/Timing
<p>Candidate can:</p> <ul style="list-style-type: none"> • identify the correct vocabulary at this level • identify the correct tense at this level • identify the correct punctuation • identify the correct preposition or adverb 	<p>Ten grammatical and lexical multiple-choice items</p> <p>Ten sentences each with a gap.</p> <p>Candidates choose the appropriate grammar construct, word or phrase to fill each gap from three options</p>	<p>Three-option multiple choice</p>	<p>20 marks</p> <p>Total suggested time: 25 minutes</p>

Writing Skills Focus	Task	Format	Marks/ Timing
<p>Candidate can:</p> <ul style="list-style-type: none"> • use a wide range of vocabulary and expression • write using a range of grammatical structures • write using connectors and cohesive devices and organizational patterns with flexibility. • write text using the correct register and format • handle the topic and the communication of message • correct spelling and punctuation 	<p>There is a choice of two options - an informal email, a formal letter or a short essay, an article, a review or a short story</p> <p>If the candidate chooses the task one, he/she will produce one piece of writing of 150-200 words</p> <p>The informal email prompt describes a situation to which the candidate responds in an email to a friend or relative</p> <p>The formal email prompt describes a situation to which the candidate responds in a letter to a boss, a school's principal, editorial director, etc...</p> <p>The story prompt provides the first or last line of a story which the candidate uses to begin or end a narrative</p> <p>The essay prompt is a statement or quote and an instruction to which the candidate responds in an essay</p> <p>The article prompt is a statement or quote and an instruction to which the candidate responds in an article</p> <p>If the candidate chooses the task two, he/she will produce one piece of writing of 250-300 words</p>	<p>Informal email, formal email, article, review, short story, essay or review</p>	<p>20 marks</p> <p>Total suggested time: 60 minutes</p>

Speaking examination format

The face-to-face speaking examination takes place separately from the written paper. The candidate is examined in a pair with a partner. In the event of an odd number of candidates, examinations may be conducted with three candidates.

The total time of the examination is 10 minutes (14 minutes for 3 candidates) and it is split into two distinct parts. An assessor and interlocutor are present in the room. The candidates are asked questions by the interlocutor and the process is observed by the assessor.

At the end of the examination the interlocutor will award each candidate a holistic score. The assessor will award a more analytical set of marks based on their observation of the exam and some more detailed criteria. The total number of marks available for each candidate is twenty.

Candidates are marked analytically in five distinct areas: fluency and pronunciation, grammar and vocabulary, interactive communication, discourse management, Global Achievement: Overall Impression Score. Details of the individual criteria can be found on page 14 of this document.

The examination is scripted and the interlocutor does not deviate from the script other than to select the topics and questions to be asked. Topics are rotated after each pair of candidates to ensure no subsequent candidates have an unfair advantage.

Speaking Skills Focus	Task	Format	Marks/Timing
<p>Part One</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • use a wide range of vocabulary and expression for familiar and unfamiliar topics • demonstrate good pronunciation at C1 level • use appropriate intonation and word stress • speak fluently with little hesitation • organise ideas clearly using a wide range of cohesive devices and discourse markers 	<p>The interlocutor will show a random picture(s) (taken from any free image hosting websites, or a physical image taken from a book, magazine, and so on) to the candidate(s) and will ask the candidates(s) to describe the picture(s) and the candidate(s) will also ask each other's opinion about the pictures shown.</p> <p>The interlocutor does not participate in the discussion. The interlocutor will intervene to stop the discussion after the allotted time has passed</p>	<p>Description and interactive discussion on some pictures between the candidates</p>	<p>10 marks</p>

<p>Part Two</p> <p>Candidate can:</p> <ul style="list-style-type: none"> • use a wide range of vocabulary and expression for familiar and unfamiliar topics • demonstrate good pronunciation at C1 level • use appropriate intonation and word stress • speak fluently with little hesitation • organise ideas clearly using a wide range of cohesive devices and discourse markers 	<p>The examiner gives the candidates some topics and ask them some questions for each topic.</p> <p>One candidate has to talk with the other candidate and ask or answer questions about the topic.</p> <p>The interlocutor does not participate in the discussion. The interlocutor will intervene to stop the discussion after the allotted time has passed</p>	<p>Interactive discussion on a topic</p>	<p>10 marks</p> <p>Total suggested time: 10 minutes</p>
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Assessment, moderation and quality assurance

Our markers are standardised and grade all written papers according to the AELS-Nocn mark scheme which is linked to the CEFR level descriptors.

Speaking examinations are carried out by AELS-Nocn trained oral examiners according to our policies. Speaking examinations are marked as they happen. Both the interlocutor and the assessor award marks based on the AELS-Nocn mark scheme linked to the CEFR level descriptors.

All Oral Examiners are trained and standardised. In addition to this, AELS-Nocn teams conduct live and recorded moderations of these examiners across the centres during each examination period.

All multiple-choice answer sheets are marked electronically by AELS-Nocn and are subject to rigorous scrutiny and checks to ensure their accuracy at every stage of the marking process.

Writing mark criteria

C1 Writing Task One: 150 – 200 words

C1 Writing Task Two: 250 – 300 words

Vocabulary and Spelling	Grammar	Content	Register and format
0: the student uses restricted and incorrect vocabulary. Spells basic, complex and technical words incorrectly (40% of words incorrect).	0: Grammatical errors mean the student produces an incomprehensible piece of text	0: the content of the text produced is unintelligible. The task may have been misinterpreted by the candidate.	0 candidate's writing is completely irrelevant to the task at hand.
1: the student uses unambitious vocabulary. There are a number of basic errors, although they are mostly non-impeding. Spells some complex and technical words incorrectly (30%).	1: student demonstrates a basic use of grammar. Errors occur in word order and tense forms and they can impede comprehension. Punctuation errors with capital letters or end sentence.	1: the content of the text produced is quite unintelligible: there is poor use of linking words, and general textual incomprehension. The student has limited understanding of the task.	1. Register and format are not always appropriate for the task at hand and for the audience. Paragraphing may, or may not, support targeted format.

<p>2: the student uses correct but basic vocabulary. Vocabulary is mainly limited to everyday vocabulary - less common vocabulary used is not always accurate. Spelling is mainly correct.</p>	<p>2: Student makes mistakes with more complex grammatical forms. Some punctuation errors occur with commas.</p>	<p>2: the content of the text is, overall, quite clear, except in some parts of the text. Most content elements have been included, but, overall, a fair degree of effort is required of the reader. The student understands the task but some ideas are limited.</p>	<p>2: Presentation and register are generally appropriate to the targeted task. Paragraphing may, or may not, support format.</p>
<p>3: the student uses a range of simple and complex vocabulary correctly, it is satisfactory, although not always precise. The majority of spelling is correct.</p>	<p>3: Student uses a range of grammatical structures correctly. Minimal punctuation errors occur</p>	<p>3: the text's content is very clear. All content elements of the task are adequately dealt with and the message is communicated successfully, on the whole. The student demonstrates a good understanding of the task.</p>	<p>3: Presentation and register are generally appropriate to task and target audience. Paragraphing is consistent with, and supports, the targeted format.</p>
<p>4: the student successfully uses a wide range of simple and complex structures and vocabulary effectively. Rarely spells words incorrectly.</p>	<p>4: the student uses a wide range of grammatical structures and forms correctly/ Rarely make punctuation errors.</p>	<p>4: the content is perfectly clear. All content elements are covered appropriately, and the topic is fully developed. The student demonstrates a clear understanding of the task.</p>	<p>4: Presentation and register are consistently appropriate to the task and targeted audience. Paragraphing is consistent with, and fully supports, the targeted format</p>

Speaking Mark Criteria

Fluency and Pronunciation	Grammar and Vocabulary: Range and Accuracy	Interactive Communication	Discourse Management	Global Achievement: Overall Impression Score
<p>0: the student does not speak fluently and has bad pronunciation. He generally uses individual sounds in clearly-articulated manner, although he/she may experience some problems with the more complex sounds</p>	<p>0: the student does not seem to use grammar or vocabulary correctly, always. He/she uses a limited range of appropriate vocabulary and expressions/set phrases and simple grammatical forms to give and exchange views and carry out tasks; however, this is only limited to familiar topics.</p>	<p>0: interactive communication skills are nonexistent. The student doesn't initiate and respond appropriately.</p> <p>The student is not able to maintain and develop a level of interaction during tasks.</p>	<p>0: discourse management skills are nonexistent. The student doesn't produce extended responses.</p> <p>He/ she generally, doesn't make relevant contributions.</p>	<p>0: null performance at this level. The student is not able to handle communication on familiar and unfamiliar topics. Language is used inappropriately and inaccurately</p>
<p>1: the student is not always intelligible. Most times pronunciation is clear enough to be understood. Uses most individual sounds clearly.</p>	<p>1: the student shows a good degree of control of simple grammatical forms. He/ she uses a good range of appropriate vocabulary and expressions/set phrases to engage in discussion on a wide range of familiar and unfamiliar topics and to carry out tasks.</p>	<p>1: initiates and responds almost always appropriately. The student maintains a level of interaction during tasks but rarely develops further.</p>	<p>1: produces responses which are extended beyond short phrases, with some hesitation. He/ she generally, makes relevant contributions, using a limited range of cohesive devices and discourse markers. These are, at times, basic for the level.</p>	<p>1: poor performance at this level.</p> <p>The candidate is able to handle communication on familiar topics, despite some hesitation. With unfamiliar topics, he/she experiences problems.</p> <p>Language may contain inaccuracies and some inappropriate usage of language.</p>

<p>2: the student is mostly intelligible with generally, clearly articulated individual sounds and mostly appropriate word stress, sentence stress and intonation. Some errors are noticeable.</p>	<p>2: the student shows a good degree of control of simple grammatical forms and uses a range of appropriate vocabulary when talking about unfamiliar or familiar topics, with occasional minor slips.</p>	<p>2: initiates and responds always appropriately; keeps the interaction going with very little prompting and support.</p>	<p>2: produces responses which are extended beyond short phrases, despite a little hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.</p>	<p>2: adequate or nearly adequate performance at this level.</p> <p>The candidate is able to communicate on a range of familiar and unfamiliar topics and carry out all tasks, albeit with some hesitation.</p>
<p>3: The student is intelligible. Intonation is generally appropriate; sentence and word stress are accurately placed, and individual sounds are clear. The student speaks very clearly with little hesitation.</p>	<p>3: The student shows a good degree of control of simple grammatical forms and attempt some complex ones. Also, they use a range of appropriate vocabulary to give and exchange views on a range of familiar topics.</p>	<p>3: initiates and responds appropriately; maintains and develops the interaction and negotiates towards an outcome with very little support.</p>	<p>3: Produces extended stretches of language despite some hesitation. Contributions are relevant and coherent and there is very little repetition. Uses a range of cohesive devices and discourse markers.</p>	<p>3: good performance at this level.</p> <p>The student expresses him/herself on unfamiliar and familiar topics, with very little hesitation.</p>
<p>4: the student speaks very clearly with little or no hesitation. Intonation is almost always appropriate, sentence and word stress are almost always accurately placed, and individual sounds are always clear.</p>	<p>4: the student shows a good degree of control of a range of simple and some complex grammatical forms; he / she also uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar or unfamiliar topics.</p>	<p>4: initiates and responds appropriately, linking contribution to those of other speakers; maintains and develops the interactions and negotiates towards an outcome.</p>	<p>4: Produces extended stretches of language with very little hesitation. Discourse is coherent and easy to follow. Contributions are relevant, varied and detailed and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers.</p>	<p>4: excellent performance at this level.</p> <p>The student expresses him/herself on all topics, including unfamiliar and familiar topics, with hardly any hesitation.</p> <p>The candidate can use language in a flexible and effective manner.</p>

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