



Edexcel Entry 1/2/3/Level 1/2/3 Certificate in ESOL International (Academic) Specification

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Edexcel, BTEC, LCCI and PTE qualifications

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Introduction

PTE Academic

PTE Academic (**Pearson Test of English Academic**) is a computer-based English language proficiency test delivered internationally. It provides a measure of a test taker's English language ability in order to assist education institutions and professional and government organisations that require a standard of academic English language proficiency for admission purposes.

In a single 2-hour test session PTE Academic assesses listening, reading, speaking and writing all via computer, in a secure test centre. PTE Academic is an integrated skills test where each question type assesses one language skill or a combination of language skills. The test assesses real-life, academic content, and includes a range of accents (from British and American to non-native speakers) so that candidates can prepare for life abroad by being exposed to the type of accents they will encounter in everyday life.

PTE Academic is scored against the Global Scale of English (GSE), a granular score scale from 10 – 90 aligned with the Common European Framework of Reference, allowing for a precise score.

Highly accurate computer marking ensures all test takers are scored impartially and accurately. Scores are normally available within 5 business days and candidates can book as little as 24 hours in advance. Once received, candidates can send their score securely through to recognising institutions who can verify the scores for admission purposes.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification/s that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria)

Qualification aim

The qualification is a comprehensive, standalone assessment of a candidate's ability to communicate in English contextually through content that is academically sourced. It aims to help Government authorities, Higher Education Institutions and Professional organisations make decisions on the admission of candidates for granting visas, academic course entry and professional memberships.

The qualification is designed for any adult learner of English (18+ years old, or 16+ with parental consent) who require it as evidence of their English language ability for application towards admission for institutions who recognise it.

Candidates are assessed on their ability to speak, write, listen, and read English. As a result of the assessment, candidates are graded on these four skills and provided an overall score of their ability.

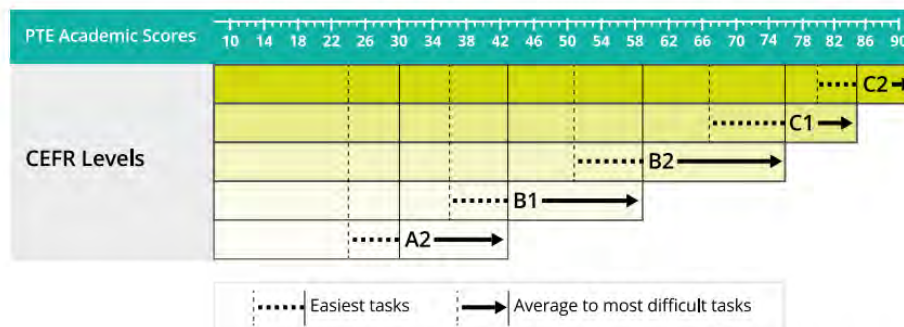
Scores for all components are graded on a scale of 10-90. The 10-90 scale is Pearson's own international standard, the Global Scale of English, and is designed for candidates to be able to measure their own progress accurately and consistently. The Global Scale of English is aligned with the Common European Framework of Reference which was approved by the Council of Europe 2001 as a global benchmark framework for grading English language ability.

Qualification alignment with the Common European Framework of Reference (CEFR) for language qualifications

PTE Academic alignment with the Common European Framework can only be fully understood if it is supported with information showing what it really means to be 'at a level'. In other words, are test takers likely to be successful with tasks at the lower boundary of a level; do they stand a fair chance of doing well on any task, or will they be able to do almost all the tasks, even the most difficult ones, at a particular level? The table below shows for each of the CEFR levels A2 to C2 which PTE Academic scores predict the likelihood of a test taker performing successfully on the easiest, average, and most difficult tasks within each of the CEFR levels.

| PTE Academic scores predicting the likelihood of successful performance on CEFR level tasks | | | |
|---|---------|---------|----------------|
| CEFR Level | Easiest | Average | Most Difficult |
| C2 | 80 | 85 | NA |
| C1 | 67 | 76 | 84 |
| B2 | 51 | 59 | 75 |
| B1 | 36 | 43 | 58 |
| A2 | 24 | 30 | 42 |

For example, if a test taker's PTE Academic score is 36, this predicts that they will perform successfully on the easiest tasks at B1. From 36 to 43, the likelihood of successfully performing the easiest tasks develops into doing well on the average tasks at B1. Finally, reaching 58 predicts that a candidate will perform well at the most difficult B1 level tasks. The table below shows what PTE Academic scores in the range from A1 to C1 mean. The table includes shaded score ranges that predict some degree of performance at the next higher level, and it describes what a test taker is likely to be able to do within those score ranges.



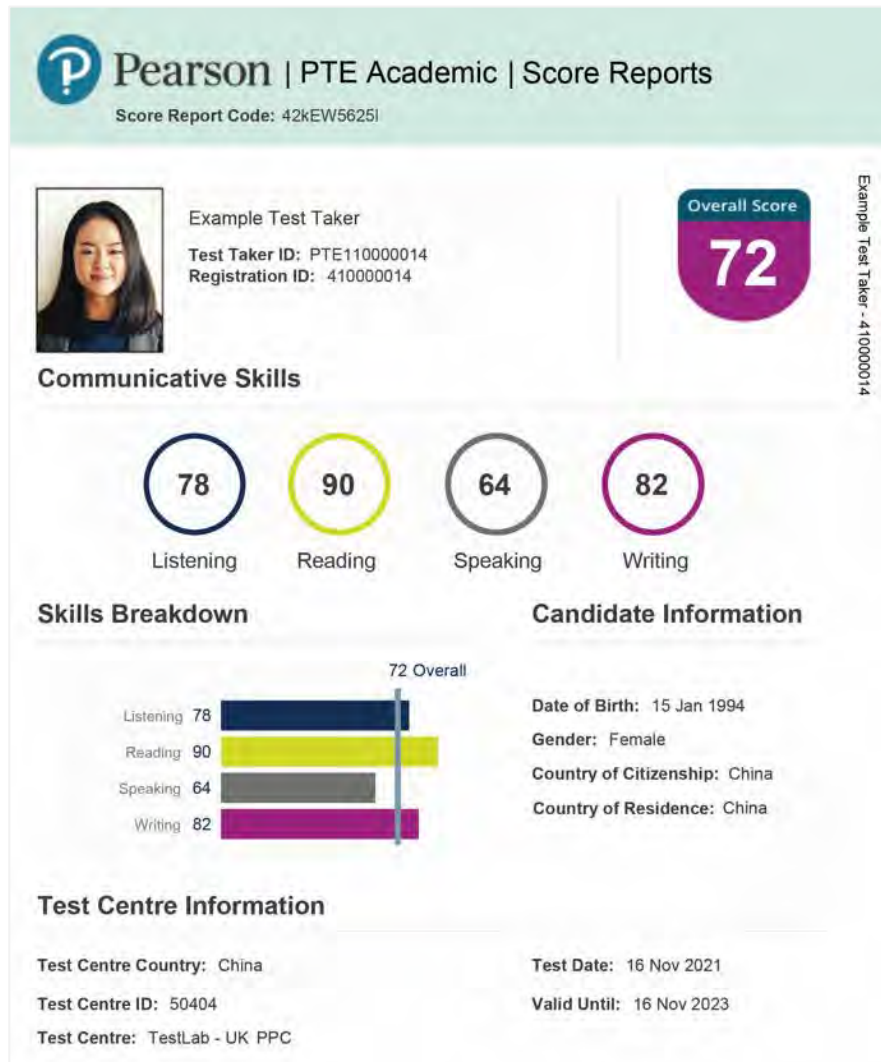
Alignment of PTE Academic scores to the CEFR.

| PTE Academic Score ranges (Global Scale of English) | Common European Framework of Reference (CEFR) for Language Qualifications | OFQUAL Accredited numbers | OFQUAL Accredited titles | NQF/A Language in Common (Ofqual 2000) |
|--|--|----------------------------------|--|---|
| 85-90 | C2 | 501/0530/9 | Pearson Edexcel Level 3 Certificate in ESOL International (Academic) | NQF 3 |
| 80-85 | Scores in this range predict success on the easiest tasks at C2 | | | |
| 76-84 | C1 | 501/0529/2 | Pearson Edexcel Level 2 Certificate in ESOL International (Academic) | NQF 2 |
| 59-75 | B2 | 501/0528/0 | Pearson Edexcel Level 1 Certificate in ESOL International (Academic) | NQF 1 |
| 51-58 | Scores in this range predict success on the easiest tasks at B2 | | | |
| 43-58 | B1 | 500/9606/0 | Pearson Edexcel Entry Level Certificate in ESOL International (Academic) (Entry 3) | Entry 2 |
| 36-42 | Scores in this range predict success on the easiest tasks at B1 | | | |
| 30-42 | A2 | 501/0514/0 | Pearson Edexcel Entry Level Certificate in ESOL International (Academic) (Entry 2) | Entry 1 |
| 10-29 | A1 or Below | Not accredited | | |

Specification at a glance

Reported Scores: An Overview

PTE Academic reports an overall score and four communicative skills scores.



Overall score

The overall score is based on performance on all test items (tasks in the test consisting of instructions, questions or prompts, answer opportunities and scoring rules). Each test taker does between 52 and 64 items in any given test and there are 20 different item types. For each item, the score given contributes to the overall score. The score range is 10–90 points.

Communicative skills scores

The communicative skills measured are listening, reading, speaking and writing. Items testing these communicative skills also test specific subskills. For integrated skills items (that is, those assessing reading and speaking, listening and speaking, reading and writing, listening and writing, or listening and reading) the item score contributes to the score for the communicative skills that the item assesses. The score range for each skill is 10–90 points.

Item Scoring: An Overview

All items in PTE Academic are machine scored. Scores for some item types are based on correctness alone, while others are based on correctness, formal aspects and the quality of the response.

Formal aspects refer to the form of the response: for example, whether it is over or under the word limit for a particular item type. The quality of the response refers to how well a response meets the task requirement in terms of the traits assessed, for example in the *Describe Image* task, the content, oral fluency and pronunciation of the response are scored.

Scores for item types assessing speaking and writing skills are generated by automated scoring systems. There are two types of scoring:

Correct or incorrect

Some item types are scored as either correct or incorrect. If responses are correct, a score of 1 score point will be given, but if they are incorrect, no score points are awarded.

Partial credit

Other item types are scored as correct, partially correct or incorrect. If responses to these items are correct, the maximum score points available for each item type will be received, but if they are partly correct, some score points will be given, but less than the maximum available for the item type. If responses are incorrect, no score points will be received.

The tables that follow give an overview of how the 20 item types in the three parts of PTE Academic are scored. They also show the overall section timings, the number of items in any given test, the communicative skills, and other traits assessed.

Part 1 Speaking and Writing (approx. 54 - 67 minutes)

| Item type | Number of items | Scoring | Communicative skills and traits assessed |
|-------------------------------|------------------------|-----------------------|---|
| Read aloud | 6-7 | Partial credit | Reading and speaking Oral fluency, pronunciation Content |
| Repeat sentence | 10-12 | Partial credit | Listening and speaking Oral fluency, pronunciation Content |
| Describe image | 3-4 | Partial credit | Speaking Oral fluency, pronunciation Content |
| Re-tell lecture | 1-2 | Partial credit | Listening and speaking Oral fluency, pronunciation Content |
| Answer shortquestion | 5-6 | Correct/ incorrect | Listening and speaking Vocabulary |
| Summarize written text | 1-2 | Partial credit | Reading and writing Grammar, vocabulary Content, form |
| Write essay | 1-2 | Partial credit | Writing Grammar, vocabulary, spelling, written discourse Content; development, structure and coherence; form, general linguistic range |

Part 2 Reading (approximately 29–30 minutes)

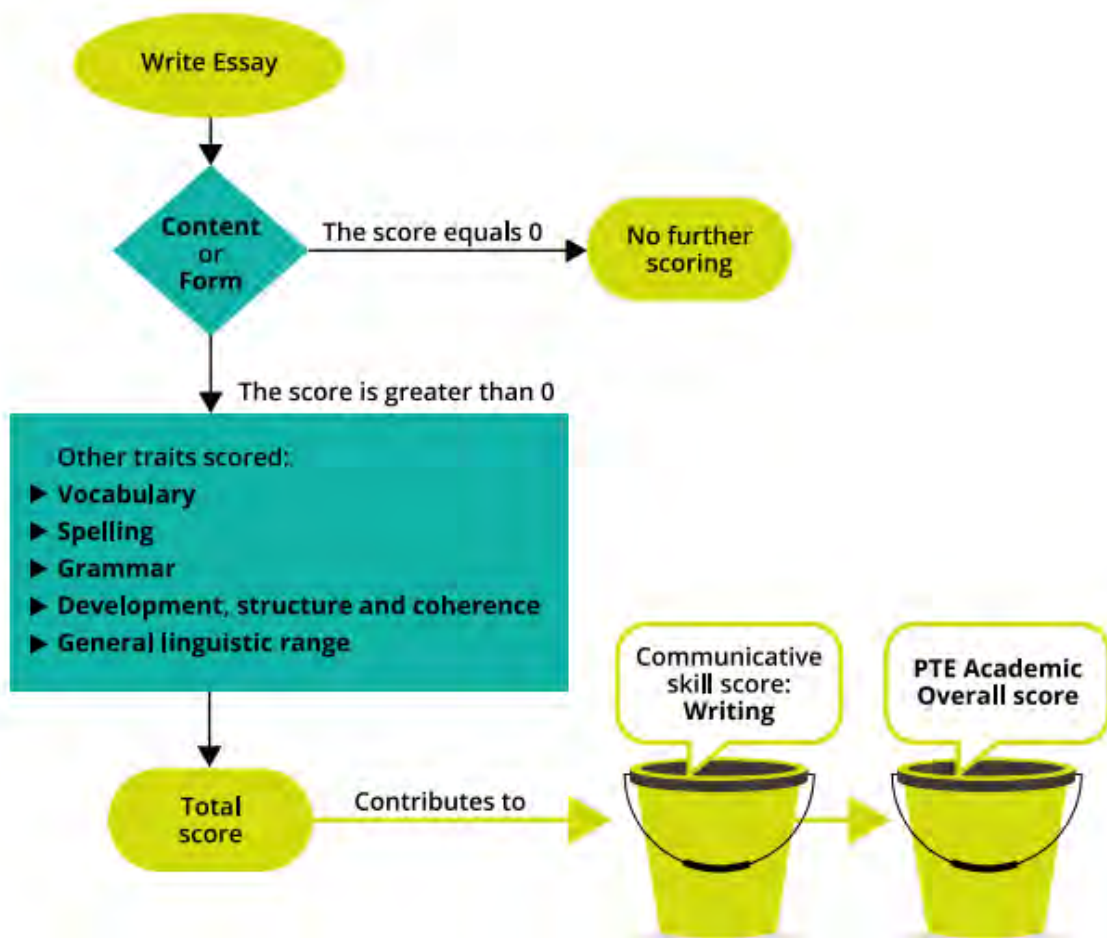
| Item type | Number of items | Scoring | Communicative skills and traits assessed |
|---|------------------------|--|---|
| Reading and writing: Fill in the blanks | 5-6 | Partial credit (for each correctly completed blank) | Reading and writing |
| Multiple-choice, choose multiple answers | 1-2 | Partial credit (for each correct response. Points deducted for incorrect options chosen) | Reading |
| Re-order paragraphs | 1-2 | Partial credit (for each correctly ordered, adjacent pair) | Reading |
| Reading: Fill in the blanks | 4-5 | Partial credit (for each correctly completed blank) | Reading |
| Multiple-choice, choose single answer | 1-2 | Correct/incorrect | Reading |

Part 3 Listening (approx. 30–43 minutes)

| Item type | Number of items | Scoring | Communicative skills and traits assessed |
|---|------------------------|--|---|
| Summarize spoken text | 1-2 | Partial credit | Listening and writing Grammar, vocabulary, spelling Content, form |
| Multiple-choice, choose multiple answers | 1-2 | Partial credit (for each correct response. Points deducted for incorrect options chosen) | Listening |
| Fill in the blanks | 2-3 | Partial credit (each correct word spelled correctly) | Listening and writing |
| Highlight correct summary | 1-2 | Correct/incorrect | Listening and reading |
| Multiple-choice, choose single answer | 1-2 | Correct/incorrect | Listening |
| Select missing word | 1-2 | Correct/Incorrect | Listening |
| Highlight incorrect words | 2-3 | Partial credit (for each word. Points deducted for incorrect options chosen) | Listening and reading |
| Write from dictation | 3-4 | Partial credit (for each word spelled correctly) | Listening and writing |

Example of item scoring

The diagram below illustrates how different types of scores reported in the PTE Academic score report are computed for the item type **Write essay**.



The item type is rated on content; form; vocabulary; spelling; grammar; development, structure and coherence; and general linguistic range.

The item is first scored on content. If no response or an irrelevant response is given, the content is scored as 0.

If an acceptable response is provided (a score is received for content), the item will be scored on form. If the response is of the appropriate length, a score will be given and the response will then be rated on the remaining traits: vocabulary, spelling, grammar; development, structure and coherence; and general linguistic range.

The scores for content, form and other traits assessed, such as vocabulary, spelling, grammar, development, structure and coherence, and general linguistic range, add up to the total item score.

The total item score contributes to the communicative skills score for writing, as well as to the overall score reported for performance on the entire test.

Knowledge, skills, understanding

Content and assessment criteria

The following part of the specification provides an overview of how scores are reported, details on each section/item of the assessment and the score criteria for each item.

Item Scoring: Skills Tested and Scoring Criteria

Please note: The scoring criteria used by human raters for PTE Academic are given. This serves to give an understanding of what test takers need to demonstrate in their responses. The automated scoring engines are trained on scores given by human raters. The scores indicated for each trait undergo a number of complex calculations to produce the total item score.

Part 1 Speaking and Writing

Read aloud

Communicative skills tested: Reading and speaking

Subskills tested: Identifying a writer's purpose, style, tone or attitude; understanding academic vocabulary; reading a text under timed conditions.

Speaking for a purpose (to repeat, to inform, to explain); reading a text aloud; speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct stress; speaking under timed conditions.

Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

Recorded Answer

Current Status:
Beginning in 40 seconds.

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students can make transformations of variables, create graphs of distributions of variables, and select among statistical analyses all at the click of a button. However, even with these advancements, students sometimes still find statistics to be an arduous task.

Scoring

| Communicative skills | Listening and speaking |
|----------------------|--|
| Traits tested | <p>Content: Errors = replacements, omissions and insertions only Hesitations, filled or unfilled pauses, leading or trailing material are ignored in the scoring of content 3 All words in the response from the prompt in the correct sequence 2 At least 50% of words in the response from the prompt in the correct sequence 1 Less than 50% of words in the response from the prompt in the correct sequence 0 Almost nothing from the prompt in the response</p> |
| | <p>Pronunciation: 5 Native-like 4 Advanced 3 Good 2 Intermediate 1 Intrusive 0 Non-English (Detailed criteria on p. 29)</p> |
| | <p>Oral fluency: 5 Native-like 4 Advanced 3 Good 2 Intermediate 1 Limited 0 Disfluent (Detailed criteria on p. 29)</p> |

Repeat sentence


Communicative skills tested: Listening and speaking

Subskills tested: Understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending variations in tone, speed and accent.

Speaking for a purpose (to repeat, to inform, to explain); speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct stress; speaking under timed conditions.

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:
Beginning in 8 seconds.

Scoring

| Communicative skills | Reading and speaking |
|----------------------|---|
| Traits tested | <p>Content: Each replacement, omission or insertion of a word counts as one error Maximum score: depends on the length of the item prompt</p> |
| | <p>Pronunciation: 5 Native-like 4 Advanced 3 Good 2 Intermediate 1 Intrusive 0 Non-English (Detailed criteria on p.29)</p> |
| | <p>Oral fluency: 5 Native-like 4 Advanced 3 Good 2 Intermediate 1 Limited, 0 Disfluent (Detailed criteria on p.29)</p> |

Describe image

Communicative skills tested: Speaking

Subskills tested: Speaking for a purpose (to repeat, inform, explain); supporting an opinion with details, examples and explanations; organizing an oral presentation in a logical way; developing complex ideas within a spoken discourse; using words and phrases appropriate to the context; using correct grammar; speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct pronunciation; using correct stress; speaking under timed conditions.

Look at the map below. In 25 seconds, please speak into the microphone and describe in detail what the map is showing. You will have 40 seconds to give your response.



Recorded Answer

Current Status:
Beginning in 23 seconds.

Scoring

| Communicative skills | Speaking |
|----------------------|---|
| Traits tested | <p>Content:</p> <p>5 Describes all elements of the image and their relationships, possible development and conclusion or implications</p> <p>4 Describes all the key elements of the image and their relations, referring to their implications or conclusions</p> <p>3 Deals with most key elements of the image and refers to their implications or conclusions</p> <p>2 Deals with only one key element in the image and refers to an implication or conclusion. Shows basic understanding of several core elements of the image</p> <p>1 Describes some basic elements of the image, but does not make clear their interrelations or implications</p> <p>0 Mentions some disjointed elements of the presentation</p> |
| | <p>Pronunciation:</p> <p>5 Native-like</p> <p>4 Advanced</p> <p>3 Good</p> <p>2 Intermediate</p> <p>1 Intrusive</p> <p>0 Non-English (Detailed criteria on p. 29)</p> |
| | <p>Oral fluency:</p> <p>5 Native-like</p> <p>4 Advanced</p> <p>3 Good</p> <p>2 Intermediate</p> <p>1 Limited</p> <p>0 Disfluent (Detailed criteria on p. 29)</p> |

Re-tell lecture

Communicative skills tested: Listening and speaking

Subskills tested: Identifying the topic, theme or main ideas; identifying supporting points or examples; identifying a speaker's purpose, style, tone or attitude; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Speaking for a purpose (to repeat, to inform, to explain); supporting an opinion with details, examples and explanations; organizing an oral presentation in a logical way; developing complex ideas within a spoken discourse; using words and phrases appropriate to the context; using correct grammar; speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct stress; speaking under timed conditions.

You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



Status: Playing

Volume

Recorded Answer

Current Status:
Beginning in 51 seconds.

Scoring

| Communicative skills | Listening and speaking |
|----------------------|---|
| Traits tested | <p>Content:</p> <p>5 Re-tells all points of the presentation and describes characters, aspects and actions, their relationships, the underlying development, implications and conclusions</p> <p>4 Describes all key points of the presentation and their relations, referring to their implications and conclusions</p> <p>3 Deals with most points in the presentation and refers to their implications and conclusions</p> <p>2 Deals with only one key point and refers to an implication or conclusion. Shows basic understanding of several core elements of the presentation</p> <p>1 Describes some basic elements of the presentation but does not make clear their interrelations or implications</p> <p>0 Mentions some disjointed elements of the presentation</p> |
| | <p>Pronunciation:</p> <p>5 Native-like</p> <p>4 Advanced</p> <p>3 Good</p> <p>2 Intermediate</p> <p>1 Intrusive</p> <p>0 Non-English</p> <p>(Detailed criteria on p.29)</p> |
| | <p>Oral fluency:</p> <p>5 Native-like</p> <p>4 Advanced</p> <p>3 Good</p> <p>2 Intermediate</p> <p>1 Limited</p> <p>0 Disfluent</p> <p>(Detailed criteria on p.29)</p> |

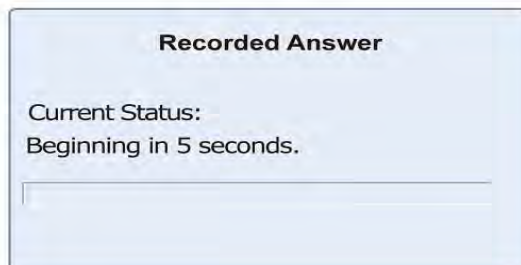
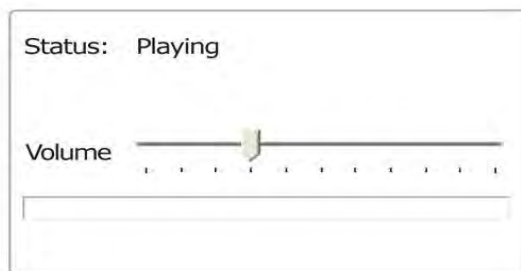
Answer short question

Communicative skills tested: Listening and speaking

Subskills tested: Identifying the topic, theme or main ideas; understanding academic vocabulary; inferring the meaning of unfamiliar words.

Speaking for a purpose (to repeat, to inform, to explain); using words and phrases appropriate to the context; speaking under timed conditions

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



Scoring

| Communicative skills | Listening and speaking |
|----------------------|---|
| | Correct/incorrect: 1 Appropriate word choice in response 0 Inappropriate word choice in response |

Summarize written text

Communicative skills tested: Reading and writing

Subskills tested: Reading a passage under timed conditions; identifying a writer's purpose, style, tone or attitude; comprehending explicit and implicit information; comprehending concrete and abstract information.

Writing a summary; writing under timed conditions; taking notes while reading a text; synthesizing information; writing to meet strict length requirements; communicating the main points of a reading passage in writing; using words and phrases appropriate to the context; using correct grammar.

Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

'Just-in-Time' is a method of manufacturing products which aims to minimise production time, production costs, and the amount of stock held in the factory. Raw materials and supplies arrive at the factory as they are required, and consequently there is very little stock sitting idle at any one time. Each stage of the production process finishes just before the next stage is due to commence and therefore the lead-time is significantly reduced. With a 'just-in-time' production system, the level of production is related to the demand for the output (i.e. the number of orders) rather than simply producing finished goods and waiting for orders. This means that raw materials and stock only need to be ordered from suppliers as required.

Just in time...|

Cut

Copy

Paste

Total Word Count: 3

Scoring

| Communicative skills | Reading and writing |
|----------------------|---|
| Traits tested | Content: 2 Provides a good summary of the text. All relevant aspects mentioned 1 Provides a fair summary of the text but misses one or two aspects 0 Omits or misrepresents the main aspects of the text |
| | Form: 1 Is written in one, single, complete sentence 0 Not written in one, single, complete sentence or contains fewer than 5 or more than 75 words. Summary is written in capital letters |
| | Grammar: 2 Has correct grammatical structure 1 Contains grammatical errors but with no hindrance to communication 0 Has defective grammatical structure which could hinder communication |
| | Vocabulary: 2 Has appropriate choice of words 1 Contains lexical errors but with no hindrance to communication 0 Has defective word choice which could hinder communication |

Write essay

Communicative skills tested: Writing

Subskills tested: Writing for a purpose (to learn, to inform, to persuade); supporting an opinion with details, examples and explanations; organizing sentences and paragraphs in a logical way; developing complex ideas within a complete essay; using words and phrases appropriate to the context; using correct grammar; using correct spelling; using correct mechanics; writing under timed conditions.

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200-300 words.

Tobacco, mainly in the form of cigarettes, is one of the most widely-used drugs in the world. Over a billion adults legally smoke tobacco every day. The long term health costs are high - for smokers themselves, and for the wider community in terms of health care costs and lost productivity.

Do governments have a legitimate role to legislate to protect citizens from the harmful effects of their own decisions to smoke, or are such decisions up to the individual?



Cut

Copy

Paste

Total Word Count: 0

Scoring

| Communicative skills | Writing |
|----------------------|---|
| Traits tested | <p>Content:</p> <p>3 Adequately deals with the prompt</p> <p>2 Deals with the prompt but does not deal with one minor aspect</p> <p>1 Deals with the prompt but omits a major aspect or more than one minor aspect</p> <p>0 Does not deal properly with the prompt</p> |
| | <p>Form:</p> <p>2 Length is between 200 and 300 words</p> <p>1 Length is between 120 and 199 or between 301 and 380 words</p> <p>0 Length is less than 120 or more than 380 words. Essay is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences</p> |
| | <p>Development, structure and coherence:</p> <p>2 Shows good development and logical structure</p> <p>1 Is incidentally less well structured, and some elements or paragraphs are poorly linked</p> <p>0 Lacks coherence and mainly consists of lists or loose elements</p> |
| | <p>Grammar:</p> <p>2 Shows consistent grammatical control of complex language. Errors are rare and difficult to spot</p> <p>1 Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings</p> <p>0 Contains mainly simple structures and/or several basic mistakes</p> |
| | <p>General linguistic range:</p> <p>2 Exhibits smooth mastery of a wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No sign that the test taker is restricted in what they want to communicate</p> <p>1 Sufficient range of language to provide clear descriptions, express viewpoints and develop arguments</p> <p>0 Contains mainly basic language and lacks precision</p> |
| | <p>Vocabulary range:</p> <p>2 Good command of a broad lexical repertoire, idiomatic expressions and colloquialisms</p> <p>1 Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision</p> <p>0 Contains mainly basic vocabulary insufficient to deal with the topic at the required level</p> |
| | <p>Spelling:</p> <p>2 Correct spelling</p> <p>1 One spelling error</p> <p>0 More than one spelling error</p> |

Scoring criteria: Pronunciation and Oral fluency

The following scoring criteria apply to the speaking item types that are scored on pronunciation and oral fluency in PTE Academic.

| Pronunciation | |
|-----------------------|--|
| 5 Native-like | All vowels and consonants are produced in a manner that is easily understood by regular speakers of the language. The speaker uses assimilation and deletions appropriate to continuous speech. Stress is placed correctly in all words and sentence-level stress is fully appropriate |
| 4 Advanced | Vowels and consonants are pronounced clearly and unambiguously. A few minor consonants, vowel or stress distortions do not affect intelligibility. All words are easily understandable. A few consonants or consonant sequences may be distorted. Stress is placed correctly on all common words, and sentence level stress is reasonable |
| 3 Good | Most vowels and consonants are pronounced correctly. Some consistent errors might make a few words unclear. A few consonants in certain contexts may be regularly distorted, omitted or mispronounced. Stress-dependent vowel reduction may occur on a few words |
| 2 Intermediate | Some consonants and vowels are consistently mispronounced in a non-native like manner. At least 2/3 of speech is intelligible, but listeners might need to adjust to the accent. Some consonants are regularly omitted, and consonant sequences may be simplified. Stress may be placed incorrectly on some words or be unclear |
| 1 Intrusive | Many consonants and vowels are mispronounced, resulting in a strong intrusive foreign accent. Listeners may have difficulty understanding about 1/3 of the words. Many consonants may be distorted or omitted. Consonant sequences may be non-English. Stress is placed in a non-English manner; unstressed words may be reduced or omitted and a few syllables added or missed |
| 0 Non-English | Pronunciation seems completely characteristic of another language. Many consonants and vowels are mispronounced, misordered or omitted. Listeners may find more than 1/2 of the speech unintelligible. Stressed and unstressed syllables are realized in a non-English manner. Several words may have the wrong number of syllables |
| Oral fluency | |
| 5 Native-like | Speech shows smooth rhythm and phrasing. There are no hesitations, repetitions, false starts or non-native phonological simplifications |
| 4 Advanced | Speech has an acceptable rhythm with appropriate phrasing and word emphasis. There is no more than one hesitation, one repetition or a false start. There are no significant non-native phonological simplifications |
| 3 Good | Speech is at an acceptable speed but may be uneven. There may be more than one hesitation, but most words are spoken in continuous phrases. There are few repetitions or false starts. There are no long pauses and speech does not sound staccato |
| 2 Intermediate | Speech may be uneven or staccato. Speech (if ≥ 6 words) has at least one smooth three-word run, and no more than two or three hesitations, repetitions or false starts. There may be one long pause, but not two or more |

| | |
|--------------------|---|
| 1 Limited | Speech has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, and/or multiple hesitations, repetitions, and/or false starts make spoken performance notably uneven or discontinuous. Long utterances may have one or two long pauses and inappropriate sentence-level word emphasis |
| 0 Disfluent | Speech is slow and laboured with little discernible phrase grouping, multiple hesitations, pauses, false starts, and/or major phonological simplifications. Most words are isolated, and there may be more than one long pause |

Part 2 Reading

Reading and writing: Fill in the blanks

Communicative skills tested: Reading and writing

Subskills tested: Identifying the topic, theme or main ideas; identifying words and phrases appropriate to the context; understanding academic vocabulary; understanding the difference between connotation and denotation; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; following a logical or chronological sequence of events.

Using words and phrases appropriate to the context; using correct grammar.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.

The impact of a product recall can be wide-reaching, and will almost certainly extend beyond the purely financial of taking products off shelves. David Palmer, director of product risk management for Aon Limited, points out, observations examinations consultations considerations s many years to establish a strong brand name and and it only takes one product recall to bring . Despite heightened awareness around product recalls, and significant investment in product control, some I falling when it comes to implementing strategies to deal with a crisis.

Scoring

| Communicative skills | Reading and writing |
|----------------------|--|
| | Partial credit: 1 Each correctly completed blank 0 Minimum score |

Multiple-choice. choose multiple answers

Communicative skills tested: Reading

Subskills tested: Any of the following dependent on the item: Identifying the topic, theme or main ideas; identifying the relationships between sentences and paragraphs; evaluating the quality and usefulness of texts; identifying a writer's purpose, style, tone or attitude; identifying supporting points or examples; reading for overall organization and connections between pieces of information; reading for information to infer meanings or find relationships; identifying specific details, facts, opinions, definitions or sequences of events; inferring the meaning of unfamiliar words.

The Turks and Caicos Islands are a multi-island archipelago at the southern tip of the Bahamas chain, approximately 550 miles south-east of Florida. The islands are an overseas territory of the United Kingdom although they exercise a high degree of local political autonomy. The economy of the islands rests mainly on tourism, with some contribution from offshore banking and fishing.

Primary schooling is divided into eight grades, with most pupils entering at the age of four years and leaving at twelve. After two kindergarten years, Grades 1-6 are covered by a graded curriculum in maths, language and science that increases in difficulty as pupils get older. There is little repetition and pupils are expected to progress through primary school in their age cohorts. At the end of primary schooling, pupils sit an examination that serves to stream them in the secondary school setting. Primary and secondary school enrolment is virtually universal.

There are a total of ten government primary schools on the islands. Of these, seven are large enough to organize pupils into single-grade classrooms. Pupils in these schools are generally grouped by age into mixed ability classes. The remaining three schools, because of their small pupil numbers, operate with multigrade groupings. They serve communities with small populations whose children cannot travel to a neighbouring larger primary school. Pupils in these classes span up to three grade and age groups.

As far as classroom organization is concerned, the multigrade and monograde classrooms are similar in terms of the number of pupils and the general seating arrangements, with pupils in rows facing the blackboard. There is no evidence that the multigrade teachers operate in a particularly resource-poor environment in the Turks and Caicos Islands. This is in contrast to studies conducted in other developing country contexts.

Read the text and answer the question by selecting all the correct responses. More than one response is correct.

According to the text, which of the following statements can be concluded about primary classes in the Turks and Caicos Islands?

- Multigrade classes are mainly found in smaller schools.
- Most primary pupils are in multigrade classes.
- Parents can choose to send their child to a multigrade school.
- Most primary pupils are in mixed ability classes.
- Multigrade classes are for the youngest three grades.

Scoring

This is the first of three item types in the test where points are deducted for incorrect responses. So if a test taker scores 2 points for two correct options, but then scores -2 for two incorrect options chosen, they will score 0 points overall for the item.

| Communicative skills | Reading |
|----------------------|---|
| | Partial credit, points deducted for incorrect options chosen: 1 Each correct response - 1 Each incorrect response 0 Minimum score |

Re-order paragraphs

Communicative skills tested: Reading

Subskills tested: Identifying the topic, theme or main ideas; identifying supporting points or examples; identifying the relationships between sentences and paragraphs; understanding academic vocabulary; understanding the difference between connotation and denotation; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following a logical or chronological sequence of events.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

Unordered Options

He convinced Professor Fitzgerald of the University of Hull to set up a study into this matter.

Professor Fitzgerald and his team studied more than 47000 women.

The women were asked to fill in a questionnaire about their diet and about their suffering from acne.

No link was found between acne and traditionally suspect food such as chocolate and chips.

Doctor Byron has long held that there is a link between diet and acne.

Correct Answer

← →
Key

↑ ↓

Scoring

| Communicative skills | Reading |
|----------------------|---|
| | Partial credit: 1 Each pair of correct adjacent textboxes 0 Minimum score |

Reading: Fill in the blanks

Communicative skills tested: Reading

Subskills tested: Identifying the topic, theme or main ideas; identifying words and phrases appropriate to the context; understanding academic vocabulary; understanding the difference between connotation and denotation; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; following a logical or chronological sequence of events.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

Science blogs serve a dual purpose. First, they connect scientists to each other, [] as modern day intellectual salons. Even [] scientific papers are now beginning to [] blogs as references. Second, they connect scientists to the general [], offering a behind-the-scenes [] at how science progresses.

public formal look view world
cite prescribed serving

Scoring

| Communicative skills | Reading |
|----------------------|--|
| | Partial credit: 1 Each correctly completed blank 0 Minimum score |

Multiple-choice, choose single answer

Communicative skills tested: Reading

Subskills tested: Any of the following dependent on the item: Identifying the topic, theme or main ideas; identifying the relationships between sentences and paragraphs; evaluating the quality and usefulness of texts; identifying a writer's purpose, style, tone or attitude; identifying supporting points or examples; reading for overall organization and connections between pieces of information; reading for information to infer meanings or find relationships; identifying specific details, facts, opinions, definitions or sequences of events; inferring the meaning of unfamiliar words.

Parts of Australia's biggest city, Sydney, plunged into near darkness for an hour to raise awareness of global warming. The local government, environmental groups and businesses united in support of "Earth Hour" - when the city turned off the lights to save power and cut emissions that contribute to global warming. Lights on the city's iconic Harbor Bridge were switched off for the hour along with most of those on the famous Sydney Opera House. Tens of thousands of suburban homes joined in. So did hundreds of businesses.

"It's massive [climate change]. It's very difficult to grasp in all its magnitude and complexities," said Australian actress Cate Blanchett. "So I think that the potency of tonight is that it's about a very simple beginning, you know, turning off a switch." Every day millions of lights and computers are left on in deserted offices, apartments and houses. Environmental activists say that simply switching them off could cut Sydney's greenhouse gas emissions by five percent over the next year.

Per capita, Australia is one of the world's largest producers of carbon dioxide and other gases that many scientists believe are helping to warm the Earth's atmosphere, causing climate upset. Prime Minister John Howard has refused to sign the international Kyoto Protocol to halt global warming, saying it does not address key issues between developed and developing nations and hurts Australia's coal-driven economy. But he argues Australia is meeting its international emissions obligations in other ways.

A long-standing drought and serious water shortages in Australia have focused much attention on climate change in this election year. Some experts warn higher temperatures could leave this nation of 20 million people at the mercy of more severe droughts and devastating tropical cyclones.

Read the text and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

One present indicator of climate change in Australia is _____

- tropical cyclones.
- darkness.
- gas emissions.
- carbon dioxide.
- drought.

Scoring

| Communicative skills | Reading |
|----------------------|--|
| | Correct/incorrect: 1 Correct response 0 Incorrect response |

Part 3 Listening

Summarize spoken text

Communicative skills tested: Listening and writing


Subskills tested: Identifying the topic, theme or main ideas; summarizing the main idea; identifying supporting points or examples; identifying a speaker's purpose, style, tone or attitude; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Writing a summary; writing under timed conditions; taking notes whilst listening to a recording; communicating the main points of a lecture in writing; organizing sentences and paragraphs in a logical way; using words and phrases appropriate to the context; using correct grammar; using correct spelling; using correct mechanics.

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50-70 words.

You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

Status: Beginning in 12 seconds.

Volume 

Empty text area for writing the summary.

Total Word Count: 0

Scoring

| Communicative skills | Listening and writing |
|----------------------|--|
| Traits tested | <p>Content: 2 Provides a good summary of the text. All relevant aspects are mentioned 1 Provides a fair summary of the text, but one or two aspects are missing 0 Omits or misrepresents the main aspects</p> |
| | <p>Form: 2 Contains 50-70 words 1 Contains 40-49 words or 71-100 words 0 Contains less than 40 words or more than 100 words. Summary is written in capital letters, contains no punctuation or consists only of bullet points or very short sentences</p> |
| | <p>Grammar: 2 Correct grammatical structures 1 Contains grammatical errors with no hindrance to communication 0 Defective grammatical structures which could hinder communication</p> |
| | <p>Vocabulary: 2 Appropriate choice of words 1 Some lexical errors but with no hindrance to communication 0 Defective word choice which could hinder communication</p> |
| | <p>Spelling: 2 Correct spelling 1 One spelling error 0 More than one spelling error</p> |


Multiple-choice. choose multiple answers

Communicative skills tested: Listening

Subskills tested: Any of the following dependent on the item: Identifying the topic, theme or main ideas; identifying supporting points or examples; Identifying specific details, facts, opinions, definitions or sequences of events; identifying a speaker's purpose, style, tone or attitude; identifying the overall organization of information and connections between pieces of information; inferring the context, purpose or tone; inferring the meaning of unfamiliar words; predicting how a speaker may continue.

Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

Status: Beginning in 2 seconds.

Volume: 

What happened as a result of the arrival of colonists?

- Huge areas were deforested.
- Old farming methods were abandoned.
- Large expanses were planted with new species.
- Stone quarries were depleted.
- Sections of land were delineated with stones.

Scoring

This is the second of three item types where points are deducted for incorrect options chosen. If a test taker scores 2 points for two correct options, but then scores -2 for two incorrect options chosen, they will score 0 points overall for the item.

| Communicative skills | Listening |
|----------------------|---|
| | Partial credit, points deducted for incorrect options chosen: 1 Each correct response - 1 Each incorrect response 0 Minimum score |

Fill in the blanks

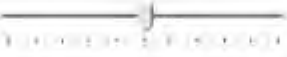
Communicative skills tested: Listening and writing

Subskills tested: Identifying words and phrases appropriate to the context; understanding academic vocabulary; comprehending explicit and implicit information; following an oral sequencing of information.

Writing from dictation; using words and phrases appropriate to the context; using correct grammar; using correct spelling.

You will hear a recording. Type the missing words in each blank.

Status: Beginning in 5 seconds.

Volume: 

The Indonesian island of Sumatra is home to the country's fourth-largest city, Medan, a bustling _____ hub that's also a jumping-off point for those who want to see one of the world's richest, yet least-known, forests, the Leuser _____ in the north of the island, mostly in the province of Aceh; and the quickest way to see Leuser is by air. Mike Griffiths is a former oil company executive turned conservationist who sees Leuser as his second home, and he heads the conservation group, The Leuser International Foundation. He rattles off the names of volcanoes, rivers and other _____ as our plane climbs from Medan over the _____ green jungle below.

Scoring

| Communicative skills | Listening and writing |
|----------------------|---|
| | Partial credit: 1 Each correct word spelled correctly 0 Minimum score |

Highlight correct summary

Communicative skills tested: Listening and reading

Subskills tested: Identifying the topic, theme or main ideas; identifying supporting points or examples; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Identifying supporting points or examples; identifying the most accurate summary; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending concrete and abstract information; classifying and categorizing information; following a logical or chronological sequence of events; evaluating the quality and usefulness of texts.

You will hear a recording. Click on the paragraph that best relates to the recording.

Status: Playing

Volume

- There have been previous lectures in this series covering aspects of abnormal behaviour. This lecture covers the models of motivation applied to normal people. Although there are numerous models of human motivation, two models will be described and compared: the homeostatic model and Maslow's model, with the main focus on the homeostatic model.
- The course has covered the motivation of abnormal people and will look at many different models of motivation and criticize them. This lecture is the first in a series of lectures on the motivation of normal people. Students need to have attended previous lectures to follow the arguments about the motivation of normal people.
- The lecture will pay equal attention to two well-known models of motivation: Maslow's model and the homeostatic model. These models are very similar both starting with basic needs like the need for food. The lecture will emphasise the importance of how the question 'Why?' is at the heart of all studies of motivation.
- The lecture will describe what drives people and scientifically describe the hunger drive. In particular, the homeostatic model of motivation will be examined in relation to the way this model is based on our perception of ourselves as individuals. Examples will be given of the lowest and highest levels of human motivation.

Scoring

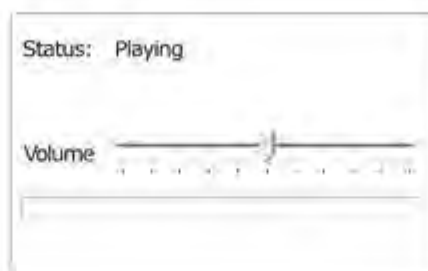
| Communicative skills | Listening and reading |
|----------------------|--|
| | Correct/incorrect: 1 Correct response 0 Incorrect response |

Multiple-choice. choose single answer

Communicative skills tested: Listening

Subskills tested: Any of the following dependent on the item: Any of the following dependent on the item: Identifying the topic, theme or main ideas; identifying supporting points or examples; Identifying specific details, facts, opinions, definitions or sequences of events; identifying a speaker's purpose, style, tone or attitude; identifying the overall organization of information and connections between pieces of information; inferring the context, purpose or tone; inferring the meaning of unfamiliar words; predicting how a speaker may continue.

Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.



What does the speaker believe is likely to happen in the future?

- The media will be owned by a small number of corporations.
- The public will eventually pay for the funding of the media.
- The media will be run primarily for the purpose of making profit.
- Most media analysts will continue to report what they see.

Scoring

| Communicative skills | Listening |
|----------------------|--|
| | Correct/incorrect: 1 Correct response 0 Incorrect response |


Select missing word


Communicative skills tested: Listening

Subskills tested: Identifying the topic, theme or main ideas; identifying words and phrases appropriate to the context; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; following an oral sequencing of information; predicting how a speaker may continue; forming a conclusion from what a speaker says; comprehending variations in tone, speed and accent.

You will hear a recording about medicine. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

Status: Beginning in 7 seconds.

Volume 



- they become dedicated
- they get exhausted
- they're rather improved
- they're quite competent
- they're quite indifferent

Scoring

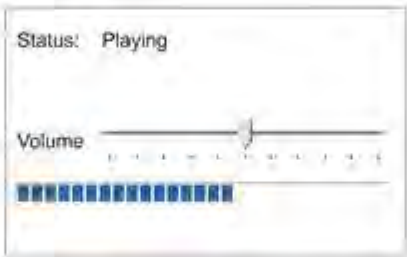
| Communicative skills | Listening |
|----------------------|--|
| | Correct/incorrect: 1 Correct response 0 Incorrect response |

Highlight incorrect words

Communicative skills tested: Listening and reading

Subskills tested: Identifying errors in a transcription; understanding academic vocabulary; following an oral sequencing of information; comprehending variations in tone, speed and accent; understanding academic vocabulary; following a logical or chronological sequence of events; reading a text under timed conditions; matching written text to speech.

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. Please click on the words that are different.



When explorer Roald Amundsen set out to find the Northwest Passage, his official mission was scientific - a search for the magnetic south pole. But as historian Roland Huntford describes, the real drive behind the expedition came from a deep desire to colonize the unknown. "One of the reasons that Amundsen would have been challenged by the Northwest Passage is simply that it was one of the last great geographical goals accomplished. What you have to realize is that by the 1880s, most of the earth had been discovered."

Scoring

This is the third of three item types where points are deducted for incorrect options chosen. If a test taker scores 2 points for two correct options, but then scores -2 for two incorrect options chosen, they will score 0 points overall for the item.

| Communicative skills | Listening and reading |
|----------------------|---|
| | Partial credit, points deducted for incorrect options chosen: 1 Each correct word - 1 Each incorrect word 0 Minimum score |

Write from dictation

Communicative skills tested: Listening and writing

Subskills tested: Understanding academic vocabulary; following an oral sequencing of information; comprehending variations in tone, speed and accent; writing from dictation; using correct spelling.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

Status: Beginning in 4 seconds,

Volume

Total Word Count: 0

Scoring

| Communicative skills | Listening and writing |
|----------------------|---|
| | Partial credit: 1 Each correct word spelled correctly 0 Each incorrect or misspelled word |

Using PTE Academic Scores

PTE Academic uses 20 item types, reflecting different modes of language use and requiring different response tasks and formats. All items in PTE Academic are machine scored. Scores on a number of item types are based on correctness only, while scores on other item types requiring spoken or written responses are based, in addition to correctness, on formal aspects (e.g., number of words) and the quality of the response.

How institutions can use PTE Academic scores

Overall score and communicative skills scores

The score report provides an overall score and a score for each communicative skill.

The overall score provides a general measure of a test taker's ability to deal with English in academic settings. The score range is from 10 to 90 points.

The communicative skills scores provide discrete information about the listening, reading, speaking and writing skills of a test taker. These skills are also scored between 10 and 90 points.

In the context of some university programs, the communicative skills scores may provide useful, additional information for making admissions decisions.

For example, institutions may:

- Set the admission requirement based on the minimum overall score alone, without taking into account communicative skills scores in admission decisions.
- Set the admission requirement based on the minimum overall score in combination with a higher minimum on one of the communicative skills scores, because it is considered particularly important for the program the test taker wants to enter.
- Set the admission requirement based on the minimum overall score in combination with a lower minimum on one of the communicative skills scores, because it is considered less important for the program the test taker wants to enter.
- Other combinations of the overall score and one or more of the communicative skills scores may be considered.



Example Test Taker

Test Taker ID: PTE110000014

Registration ID: 410000014

Overall Score

72

Example Test Taker - 410000014

Communicative Skills



Listening



Reading



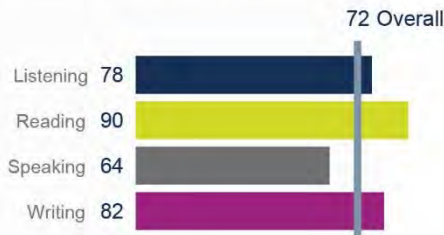
Speaking



Writing

Skills Breakdown

Candidate Information



Date of Birth: 15 Jan 1994

Gender: Female

Country of Citizenship: China

Country of Residence: China

Test Centre Information

Test Centre Country: China

Test Date: 16 Nov 2021

Test Centre ID: 50404

Valid Until: 16 Nov 2023

Test Centre: TestLab - UK PPC

Example Score Report

Assessment

Assessment Summary

PTE Academic assesses listening, reading, speaking and writing all via computer in a single 2-hour test session.

To complete a PTE Academic test, candidates will need to attend a secure Pearson test centre, and will use a computer and headset to listen to, read and respond to questions.

During the 2-hour test session there will be three main parts to the test:

- Speaking and writing (together)
- Listening
- Reading

There are 20 different question formats, ranging from multiple choice through to essay writing.

PTE Academic assesses real-life, content in an academic context. Candidates will hear excerpts from lectures and view graphs and charts. A range of accents are included in the test, from British and American to non-native English speakers, so candidates will be exposed to the type of accents they will encounter in everyday life.

Entry and Assessment Information

Candidate entry

To book PTE Academic candidates must create a MyPTE account on the Pearson website. Once an account has been created, candidates can sign in and schedule a test date. For details visit <http://pearsonpte.com/book/>.

Before booking, test takers should be ready to provide the following details exactly as they appear on their identification document (i.e., a valid passport for anyone taking the test outside their country of citizenship):

- Name
- Email
- Date of Birth
- Citizenship
- Country and City of Birth
- Credit, Debit Card or test voucher code

Testing is available all year round at centres located internationally (over 110 countries worldwide). Availability of test booking slots is dependent on provision offered at the centre and availability at the time of booking.

Entry requirements

Test takers must be over the age of 16 to register for and take PTE Academic. Test takers aged 16 or 17 will be asked to provide a signed Parental Consent form when completing their test booking.

Re-sitting the qualification

Candidates can re-sit the examination for PTE Academic as many times as they like. Candidates must wait until their results have been received (usually within 2 - 5 working days) until they can re-book their next examination.

Awarding and reporting

PTE Academic is scored against the Global Scale of English, a granular score scale from 10–90 that is aligned with the Common European Framework of Reference (CEFR). The scale enables institutions to more accurately assess an applicant's level of English prior to enrolling in an academic course.

The PTE Academic Score Report includes an overall score and communicative skills scores.

The overall score reflects a candidate's overall English language ability and is based on performance on all items in the test. Scores for communicative skills (listening, reading, speaking and writing) are based on all test items that assess these skills. PTE Academic is an integrated skills assessment and marks are awarded on different sections on the test that contribute towards each of your communicative skills.

More information on the grading scale and the alignment with Common European Framework of Reference and other English Language Assessments can be found in the **PTE Academic Score Guide**.

Access arrangements and reasonable adjustments

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment

The intention behind an access arrangement is to meet the particular needs of an individual disabled student without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Candidates will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Further information

Please see the website pearsonpte.com for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, www.edexcel.com/Policies.

Malpractice

For up-to-date information on malpractice please refer to the latest Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations and Assessments* document, available on the JCQ website: www.jcq.org.uk.

Language of assessment

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

For more information on our testing policies and procedures for candidates, please refer to our Test Taker Handbook, available online at <http://pearsonpte.com/handbook>.

Other information

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned based on learner research and professional judgement on use of the qualifications.

These qualifications have a TQT and GLH value as follows:

| Qualification number | Qualification title | GLH | TQT |
|----------------------|--|-----|-----|
| 501/0514/0 | Pearson Edexcel Entry 2 Certificate in ESOL International (Academic) | 125 | 190 |
| 500/9606/0 | Pearson Edexcel Entry 3 Certificate in ESOL International (Academic) | 125 | 190 |
| 501/0528/0 | Pearson Edexcel Level 1 Certificate in ESOL International (Academic) | 250 | 380 |
| 501/0529/2 | Pearson Edexcel Level 2 Certificate in ESOL International (Academic) | 500 | 760 |
| 501/0530/9 | Pearson Edexcel Level 3 Certificate in ESOL International (Academic) | 250 | 380 |

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no formal entry requirements for this qualification.

Progression

Developer to refer to design brief for progression routes.

Exemptions

This qualification does not provide exemption to any other qualification in the suite or to qualifications with any other awarding organisation.

Codes

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Numbers (QN) are:

501/0530/9 - Pearson Edexcel Level 3 Certificate in ESOL International (Academic)

501/0529/2 - Pearson EdExcel Level 2 Certificate in ESOL International (Academic)

501/0528/0 - Pearson EdExcel Level 1 Certificate in ESOL International (Academic)

500/9606/0 - Pearson Edexcel Entry Level Certificate in ESOL International (Academic) (Entry 3)

501/0514/0 - Pearson Edexcel Entry Level Certificate in ESOL International (Academic) (Entry 2)

Support, training and resources

Sample Assessment Materials and Teacher Support Materials

Pearson offers support materials to teachers on standard of delivery and preparing students to meet the assessment requirements.

For more information, visit [pearsonpte.com/teachers](https://www.pearsonpte.com/teachers)

For more information on PTE Academic
visit our website: [pearsonpte.com](https://www.pearsonpte.com)

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